

YEAR 2 HOMEWORK - Pack 3

Whilst school is closed we have planned a variety of homework tasks for your child to complete. The tasks are designed to be completed over several days, and we also expect all pupils to read daily, as well as use TT Rockstars and Spelling Shed.

Year 2 Common Exception Words

after	child	every	half	move	plant	whole
again	children	everybody	hold	Mr	poor	who
any	Christmas	eye	hour	Mrs	pretty	wild
bath	class	fast	improve	old	prove	would
beautiful	climb	father	kind	only	should	
because	clothes	find	last	parents	steak	
behind	could	floor	many	pass	sugar	
both	cold	gold	mind	past	sure	
break	door	grass	money	path	told	
busy	even	great	most	people	water	

Task 1:

Continue to practice your spellings of your common exception words in your best handwriting.

Remember: look, cover, write, check.

Task 2:

Write 5 different sentences using your common exception words.

Task 2:

Continue to play TT Rockstars to improve your recall of your multiplication facts.

Can you improve your time per second answered?





YEAR 2 HOMEWORK

A series of horizontal lines for writing, consisting of solid top and bottom lines with a dashed midline, repeated down the page.

YEAR 2 HOMEWORK

Task 3

Practice these words in cursive handwriting..

would

who

what

any

many

clothes

busy

people

water

again

half

money

YEAR 2 HOMEWORK

Task 4:

Continue to play Spelling Shed to practice your spellings set by your teacher.



All the children have been given accounts for **Spelling Shed** to access at school and at home (**log-in details are stuck inside the children's reading records**). They will be set their weekly spellings using this platform, which they can practice at home ready for their weekly spelling test. We look forward to seeing how they get on with this exciting, new programme.

<http://play.edshed.com>

Please note, spellings will be available from school if you are unable to access the account.

Assignments

Task

Year 5 & Year 6 UKS2 Full List

Due: 09/03/20 00:00



Egg

[Details](#)

Weekly spellings - silent letters

0/2 Due: 08/03/20 09:00



Egg

[Details](#)

Click on **'More Lists'** to see full details of each spellings rule the children have been set. Click on **'Details'** to see the word list.

YEAR 2 HOMEWORK



<http://play.edshed.com>

All the children have been given accounts for **Spelling Shed** to access at school and at home (**log-in details are stuck inside the children's reading records**). They will be set their weekly spellings using this platform, which they can practice at home ready for their weekly spelling test. We look forward to seeing how they get on with this exciting, new programme.

Spelling Shed

Well done to the following Spelling Shed superstars who have been smashing it over the last few weeks!

Igor, Isabella, Rhys, Ruby, Eady May, Noah,
Bashar, Jack, Matteo, Sophie R

Each of you have been rewarded with 1,000+ points!

Look out for our Spelling Shed Hall of Fame in the next learning pack - will your name be on there?

YEAR 2 HOMEWORK

Task 5

Read the text and then answer the questions.

Answer in full sentences.

- What do you think the poem is about?
 - Different animals which live in forests.
 - An artist painting a picture of a tiger.
 - The poet asking who has created an animal as beautiful and fearsome as a tiger.
- Explain what you think the poet meant when he described the animal as 'burning bright'.

- When and where might this animal be found?

- Write down 2 examples of alliteration from the poem.

- In verse 4, Blake is suggesting that such a powerful animal must have been created by...
 - a sculptor
 - a painter
 - a blacksmith
 - a carpenterTick one option.
- Is this a modern poem? Explain your answer.

The Tyger

By William Blake

Tyger Tyger, burning bright,
In the forests of the night;
What immortal hand or eye,
Could frame thy fearful symmetry?

In what distant deeps or skies.
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand, dare seize the fire?

And what shoulder, & what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? & what dread feet?

What the hammer? what the chain,
In what furnace was thy brain?
What the anvil? what dread grasp,
Dare its deadly terrors clasp!

When the stars threw down their spears
And water'd heaven with their tears:
Did he smile his work to see?
Did he who made the Lamb make thee?

Tyger Tyger burning bright,
In the forests of the night:
What immortal hand or eye,
Dare frame thy fearful symmetry?



YEAR 2 HOMEWORK

Task 6

2, 5 and 10s Arrays

Arrays are pictures that help us see numbers. Number sentences are shown with dots and arranged into rows and columns.

Here is an example:

	<table border="1"> <tr> <td>3</td> <td>+</td> <td>3</td> <td>=</td> <td>6</td> </tr> <tr> <td>3</td> <td>×</td> <td>2</td> <td>=</td> <td>6</td> </tr> </table>	3	+	3	=	6	3	×	2	=	6
3	+	3	=	6							
3	×	2	=	6							

1. Write the multiplication calculation and repeated addition for each array.

2×2 	2×4
----------------------	----------------------

2×5

2. Write the multiplication calculation and repeated addition for each array.

$_ \times _$ 	$_ \times _$
------------------------	------------------------

YEAR 2 HOMEWORK

Task 7: Match the main clause with the subordinate clause using the shown subordinate conjunction

Sentences using 'when'

We can open the Christmas presents **when**

Julia opened her umbrella **when**

The pirate fired the cannon **when**

Spain won the World Cup **when**

it started to rain.

the battle began.

they beat Germany in the final.

everybody wakes up.

Sentences using 'if'

I will put my coat on **if**

You can play outside **if**

Cinderella could go to the ball **if**

The pirate could find the jewels **if**

you finish your homework.

he had the treasure map.

she finished her housework.

the weather turns cold.

Sentences using 'because'

The squirrel climbed up the tree **because**

Hansel and Gretel ate the sweets **because**

Jim was feeling sad **because**

The family went for a picnic **because**

they were very hungry.

it was a beautiful day.

he was looking for nuts.

his new toy was broken.

Write your own sentences using a subordinate conjunction

YEAR 2 HOMEWORK

What happens
in the video?

Who are the
characters?



Why was the girl
upset?

What did she do
to find her pet?

Task 8: Creative Writing

Watch the music video and discuss with your adult what happens.

Your challenge is to write a **diary** from the perspective of the little girl that loses her pet giraffe. Use a text map to help you organise your ideas.

Think about:

- How the girl will feel at different parts of the day.
- Where she goes to look for her pet.

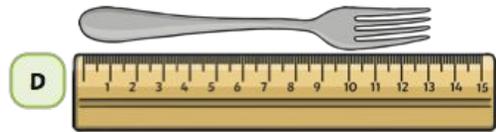
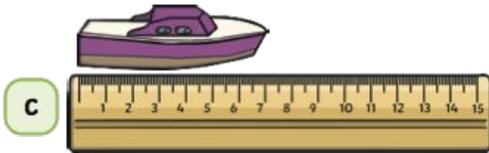
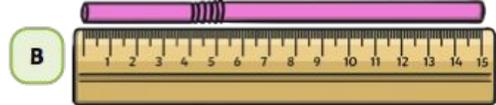
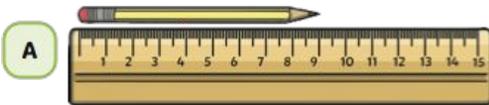
Success criteria:

- ★ Emotion first sentences (*Hopeful, I plastered the town in posters to help find him*)
- ★ Subordinating conjunctions
- ★ 1st person (I, we, our, me, my)
- ★ 3A sentences
- ★ Adverbs
- ★ Paragraphs

YEAR 2 HOMEWORK

Task 9

Can you order the objects from longest to shortest?



longest shortest

Find 4 objects and measure them with a ruler. Order them in front of you from longest to shortest.

The longest object I measured was _____.

The shortest object I measured was _____.

The _____ is longer than the _____.

Ben has swum twice as far as Ava.
How far has he swum?



How far does each child have to swim to reach the end of the pool?

↑

How many metres will A climb to catch up with C?

How many metres have they climbed altogether?

Can you write your own question?

YEAR 2 HOMEWORK

Task 10:

5. Read the sentence below and circle three adjectives.

The sand was warm and the calm sea glittered beneath the bright sun.

6. Read the sentences below. Explain why the underlined words use apostrophes.

Tim's mum told him off. He had broken his mum's plate.

7. Read the sentence below.

Tick the correct option to complete the sentence.

We were _____ to Iceland this time last week.

Tick one

- flies
- flying
- fly
- flew

8. Correct the following spellings

Shud → _____

Worter → _____

Inprove → _____

G.P.S. Quiz

1. Read the sentence below.

Tick the punctuation mark that is missing.

Kie woke up to a bright, frosty morning

Tick one

- Full stop
- Exclamation mark
- Comma
- Question mark

2. Read the sentence below and circle two verbs.

The bee landed on a flower which swayed under its weight.

3. The sentence below is missing one comma.

Write the comma in the correct place.

I enjoy reading dancing and karate.

4. Read the sentence below,

Tick the correct option to complete the sentence.

I will make biscuits _____ cakes tomorrow.

Tick one

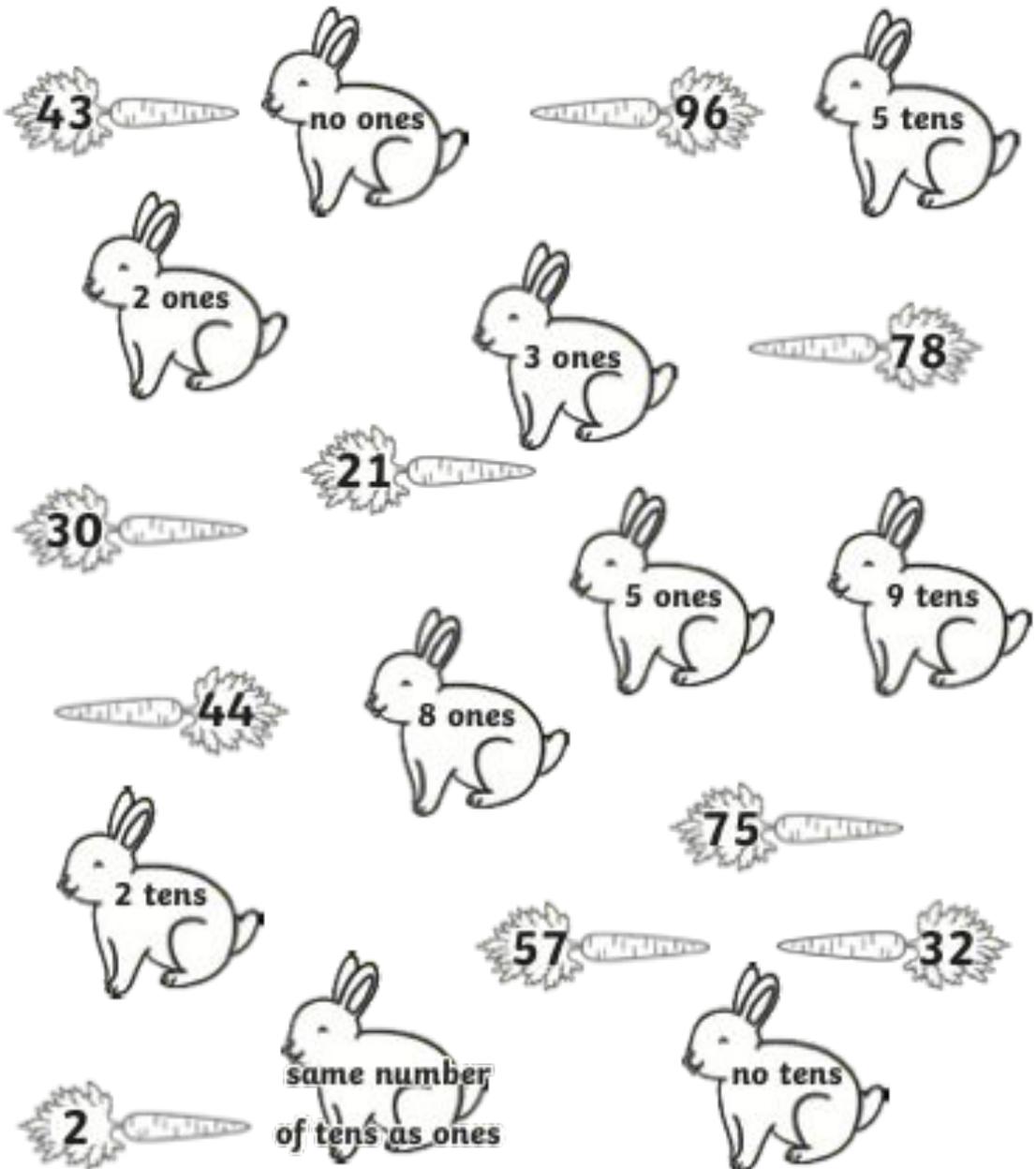
- and
- but
- when
- if

YEAR 2 HOMEWORK

Task 11

Match the Carrots to the Bunnies

You can draw lines to match each carrot to its bunny, or colour the matching carrot and bunny in the same colour.



43

no ones

96

5 tens

2 ones

3 ones

78

21

30

5 ones

9 tens

44

8 ones

75

2 tens

57

32

2

same number of tens as ones

no tens

YEAR 2 HOMEWORK

Task 12

Practice the spellings of the months of the year in cursive handwriting..

Word	1st try	2nd try	3rd try
January			
February			
March			
April			
May			
June			
July			
August			
September			
October			
November			
December			

YEAR 2 HOMEWORK

Task 13

Read the text
and then answer
the questions.

Questions 1 to 8 are about 'Arctic Animals'

Arctic Animals

The Arctic is an area in the north of our planet. It is a cold place, covered in ice. Temperatures can get as low as -70°C . Although it is cold, it is thought of as a desert, as it doesn't rain or snow very often in the Arctic.

Many animals live in the Arctic. These include polar bears, Arctic foxes, Arctic wolves, walruses, seals, caribou and whales.



1. Where is the Arctic? Tick **one** box.

In the north of our planet.

In the south of the planet.

In the North Pole.

In the desert.

2. Why is the Arctic thought of as a desert? Tick **one** box.

Nothing grows in the Arctic.

It doesn't rain or snow very often in the Arctic.

It's very cold in the Arctic.

YEAR 2 HOMEWORK

Task 13: CONT

3. Name **two** animals that live in the Arctic.

Polar Bears

Polar bears are carnivores (meat eaters). They have two layers of fur. They have a thick underfur which is covered by another layer of fur called 'guard' hairs. This layer of hair is different lengths. The polar bears' fur helps to keep them warm when they are on land.

Polar bears have black skin. They have a layer of fat underneath it. This layer of fat keeps them warm when they are in the water.

Polar bears sleep for around 7-8 hours each day, but unlike brown bears, polar bears do not hibernate.



4. How many hours each day do polar bears sleep? Tick **one** box.

4 - 5

7 - 8

6 - 7

9 - 10

5. What does the word carnivore mean?

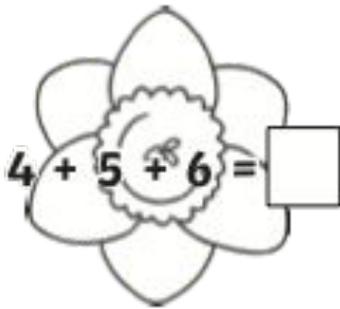
6. How are polar bears different to brown bears?

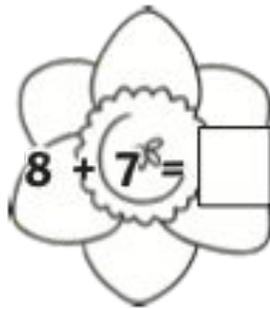
YEAR 2 HOMEWORK

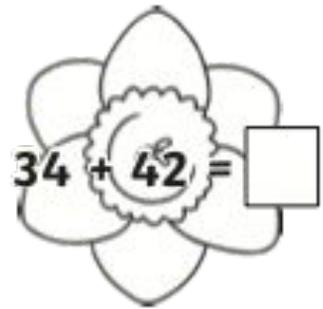
Task 14

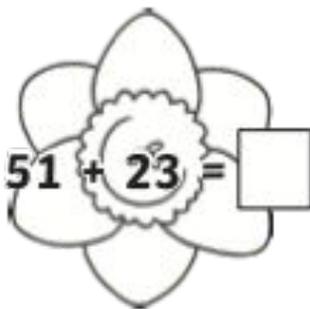
Spring Addition and Subtraction

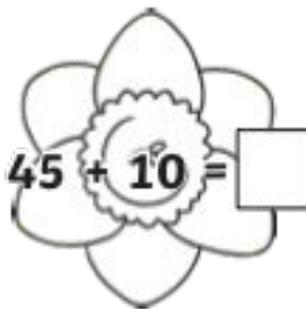
Find the answers to these calculations and write them in the flowers.

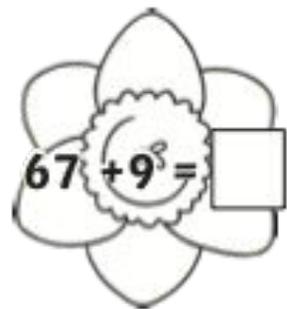
 $4 + 5 + 6 = \square$

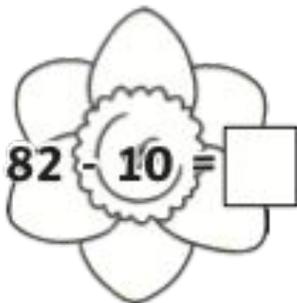
 $8 + 7 = \square$

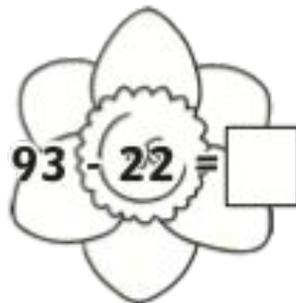
 $34 + 42 = \square$

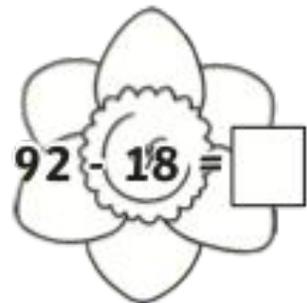
 $51 + 23 = \square$

 $45 + 10 = \square$

 $67 + 9 = \square$

 $82 - 10 = \square$

 $93 - 22 = \square$

 $92 - 18 = \square$

Now look at your answers. If the answer has **7 tens**, colour the flower yellow. If the answer has **5 ones**, colour the flower blue.

YEAR 2 HOMEWORK

Task 15



Create an advert

Watch the video about the future of space travel

Your challenge is to write a **advert** to persuade people to travel into space. Use a text map to help you organise your ideas and sections of your advert.

Think about:

- Why people may want to go into space?
- What would the experience be like?

Success criteria:

- ★ Subordinating conjunctions
- ★ 2nd person (you)
- ★ 3A sentences
- ★ Adverbs
- ★ Paragraphs/ sections

YEAR 2 HOMEWORK

Draw hands on these clocks to show the correct times.

Task 16



6 o'clock



quarter past 8



twenty past 7



5 to 3



half past 1



quarter to 9



10 past 10



25 to 5



12 o'clock

If you were to teach someone about telling the time how would you explain how to read minutes past or to the hour?

YEAR 2 HOMEWORK

Task 17: Read the extract and then answer the questions

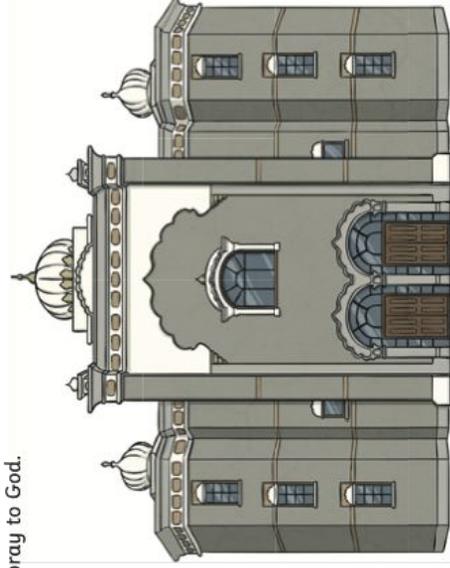
The Beginning of Sikhism

Celebrating Guru Nanak

Every year, Sikhs celebrate Guru Nanak's birthday. They read from their holy book, the Guru Granth Sahib, light candles and hold firework displays. Children receive new clothes and have the day off school to join in the celebrations.

Did You Know...?

The followers of Sikhism are known as 'Sikhs', which means 'learners'. Sikhs go to special temples, called gurdwaras, to pray to God.



The Beginning of Sikhism

Sikhism was founded in India by Guru Nanak, who lived over 500 years ago. Sikhism is one of the world's most followed religions. Today, there are over 25 million followers worldwide.

Who was Guru Nanak?

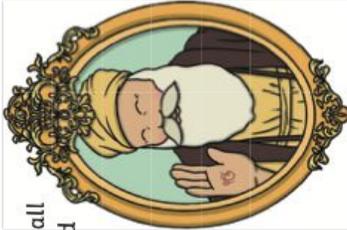
Nanak was born in India in 1469, in a small town called Talwandi. His father wanted him to make money in the city but Nanak wanted to help those in need instead. Once, his father sent Nanak into town with 20 rupees and told him to make some money, but he spent it on buying food for some hungry monks. His father was furious with Nanak and he was sent to live with his sister.

Nanak's first job was as a shopkeeper.

He explained his ideas about how to love and follow God to his customers. He began to be known as 'Guru', which means 'teacher', because of this.

When he was 30 years old, Guru Nanak disappeared for three days. When he returned, he said that he had been with God. From then on, he spread God's message that everyone was equal. He made sure that his followers all prayed together and ate together, no matter if they were rich or poor.

Before he died, Guru Nanak told his followers that one of them, Angad, would become Guru after him. In total, there have been ten gurus. The tenth guru, Guru Gobind Singh, said that after his death, the next guru would be the holy book, the Guru Granth Sahib. It is known as the 'living guru'.



YEAR 2 HOMEWORK

Task 17: QUESTIONS

1. How many people follow Sikhism worldwide? Tick one.

- 2 million
- 5 million
- 25 million
- 250 million

2. What was the name of the town Nanak was born in? Tick one.

- India
- gurdwara
- Angad
- Talwandi

3. Find and copy one word that means **the same**.

4. Name three things that Sikhs do to celebrate Guru Nanak's birthday.

1. _____

2. _____

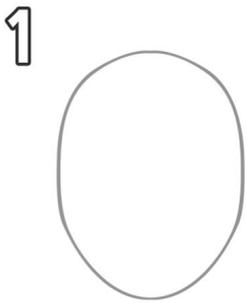
3. _____

5. What name is the holy book, the Guru Granth Sahib, sometimes called?

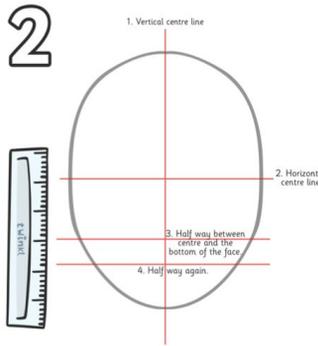
6. Why do you think Nanak's father was angry with him for spending his money on feeding the hungry monks?

YEAR 2 HOMEWORK

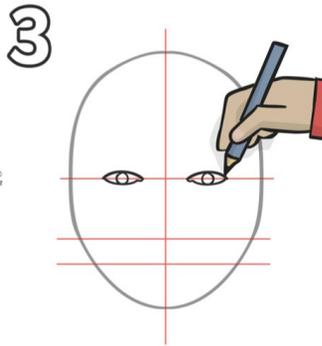
Task 18: A self portrait!



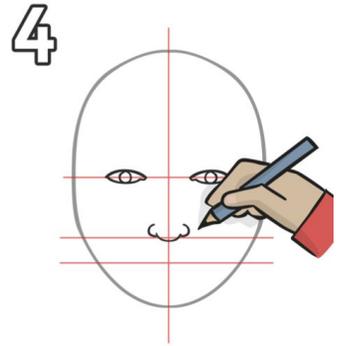
Draw a faint oval. You will go back over this later after you have drawn the hair.



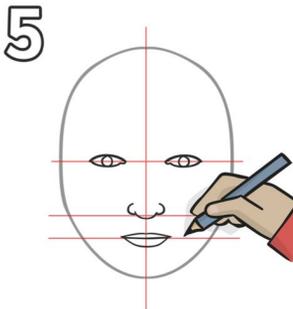
Mark some very faint guide lines with a pencil and ruler.



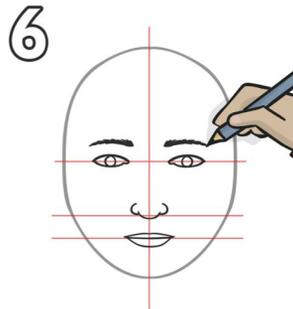
Draw the eyes.



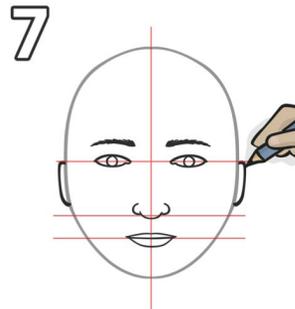
Draw the nose.



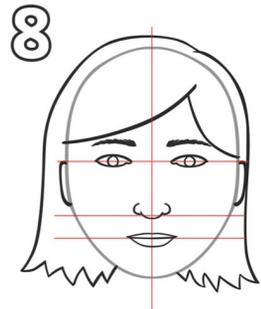
Draw the mouth.



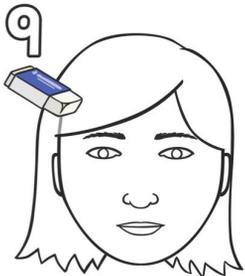
Draw the eyebrows.



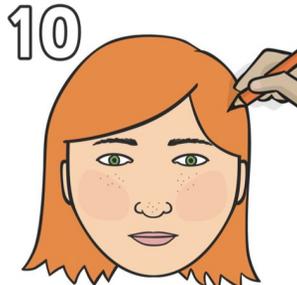
Draw the ears.



Draw the hair.



Go over the lines of the oval that isn't covered by hair. Erase the faint guide lines and the oval lines that are covered by



Colour in the face. Don't forget to add the pupils in the eyes and any freckles or other details on the face.

Using a mirror or a picture create a self portrait of yourself.

You can use colouring crayons, paint or pastels to add colour at the end.



YEAR 2 HOMEWORK

Task 19:

Using your own knowledge of Christianity and Sikhism, as well as the internet compare the two religions and their beliefs.

Comparing World Religions Sikhism and Christianity

Special Book	Place of Worship	Place of Worship	Special Book
General Beliefs	Important Figure	Important Figure	General Beliefs

Useful words:

Bible	Guru Nanak	God	Gurdwara
church	the five Ks	communion	Jesus
prayer	worship	Guru Granth Sahib	

YEAR 2 HOMEWORK

Task 20

$$15 \times 5 = 75$$

$$10 \times 5 = 50$$

$$5 \times 5 = 25$$

$$50 + 25 = 75$$

When times a two digit number we must:

- ★ Times the tens
- ★ Times the units
- ★ Add them together

Workings

Workings

$1.45 \times 2 =$

$4.17 \times 5 =$

$2.34 \times 5 =$

$5.19 \times 10 =$

$3.28 \times 5 =$

$6.52 \times 2 =$

Two friends would like to buy some sweets from the shop but want to share them equally with none left over. Which bag of sweets should they buy? How do you know?

Which of these number sentences is the odd one out? Explain your reasoning.

$40 \div 2$

4×5

20×0

2×10



YEAR 2 HOMEWORK

Uplevelling Sentences

Brian the Builder

Task 21

Use the steps below to improve this sentence:
a man built a house



1 First, re-write the sentence including all of the correct punctuation.

2 Next, re-write the sentence from Step 1. Create expanded noun phrases.

3 Next, re-write the sentence from Step 2 but choose a linking word from the box below and use it to add extra detail to your sentence.

because

if

when

that

YEAR 2 HOMEWORK

Task 22: Punctuation

.. Put a question mark or a full stop in the box to finish off the sentence correctly.

a) Would you like a slice of cake



b) Can I play with you



c) What is Farhan doing



d) Mum is cooking dinner



. Rewrite each sentence below so it includes an apostrophe to show possession.
The first one has been done for you.

a) Conor is looking at the bike which belongs to Isla.

Conor is looking at Isla's bike.

b) The long, warm coat which belongs to Martin is hanging up in the hall.

c) These are the parents that belong to Lucy.

YEAR 2 HOMEWORK - Writing

Writers Hall of Fame

Below is a selection of the superb effort many of you have been putting into your writing over the last few weeks. Keep sending us your wonderful writing, and you could end up on the Hall of Fame!



COMING SOON

Please email crumbles@hvp.org.uk to include any wonderful work in the next homework pack!

YEAR 3 HOMEWORK - Pack 3

Whilst school is closed we have planned a variety of homework tasks for your child to complete. The tasks are designed to be completed over several days, and we also expect all pupils to read daily, as well as use TT Rockstars and Spelling Shed.

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	

Task 1:

Practice your spellings of your common exception words in your best cursive handwriting.

Remember: look, cover, write, check.

Task 2:

Write 5 different sentences using your common exception words.

There is also handwriting for some of the common exception words.

Task 3:

Play TT Rockstars to improve your recall of your multiplication facts.

Can you improve your time per second answered?





YEAR 3 HOMEWORK - Pack 3

A series of horizontal lines for writing, consisting of a solid top line, a dashed midline, and a solid bottom line, repeated down the page.

YEAR 3 HOMEWORK - Pack 3

accidentally

bicycle

caught

describe

earth

favourite

group

heart

increase

length

occasionally

peculiar

question

regular

separate

though

YEAR 3 HOMEWORK - Pack 3

Task 4:

Play Spelling Shed to practice your spellings set by your teacher.



All the children have been given accounts for **Spelling Shed** to access at school and at home (**log-in details are stuck inside the children's reading records**). They will be set their weekly spellings using this platform, which they can practice at home ready for their weekly spelling test. We look forward to seeing how they get on with this exciting, new programme.

<http://play.edshed.com>

Please note, spellings will be available from school if you are unable to access the account.

Assignments

Task

Year 5 & Year 6 UKS2 Full List

Due: 09/03/20 00:00



Egg

[Details](#)

Weekly spellings - silent letters

0/2 Due: 08/03/20 09:00



Egg

[Details](#)

Click on **'More Lists'** to see full details of each spellings rule the children have been set. Click on **'Details'** to see the word list.

YEAR 3 HOMEWORK



<http://play.edshed.com>

All the children have been given accounts for **Spelling Shed** to access at school and at home (**log-in details are stuck inside the children's reading records**). They will be set their weekly spellings using this platform, which they can practice at home ready for their weekly spelling test. We look forward to seeing how they get on with this exciting, new programme.

Spelling Shed

Well done to the following Spelling Shed superstars who have been smashing it over the last few weeks!

Each of you have been rewarded with 1,000+ points!

Look out for our Spelling Shed Hall of Fame in the next learning pack - will your name be on there?

YEAR 3 HOMEWORK - Pack 3

Task 5: PE and Wellbeing



PE: Joe wicks (the body coach) has youtube videos with exercise session for children that can be done at home with no equipment. He is also going to start a daily live youtube workout for children at 9am Monday to Friday starting 23.03.20



Wellbeing: Cosmic yoga has lots of videos on youtube for children to follow. They are based on books and around stories to make it a fun and relaxing way to get children moving.



You can watch different animals live at Edinburgh zoo.
<https://www.edinburghzoo.org.uk/webcams/penguin-cam/#penguin-cam>

YEAR 3 HOMEWORK - Pack 3

Year 3

$\begin{array}{r} \text{10} \quad \text{1} \\ 57 \\ + 25 \\ \hline 82 \\ \text{1} \end{array}$	$\begin{array}{r} \text{100} \quad \text{10} \quad \text{1} \\ 75 \\ + 52 \\ \hline 127 \\ \text{1} \end{array}$	$\begin{array}{r} \text{100} \quad \text{10} \quad \text{1} \\ 86 \\ + 48 \\ \hline 134 \\ \text{1} \quad \text{1} \end{array}$	$\begin{array}{r} \text{100} \quad \text{10} \quad \text{1} \\ 687 \\ + 248 \\ \hline 935 \\ \text{1} \quad \text{1} \end{array}$	$\begin{array}{r} \text{100} \quad \text{10} \quad \text{1} \\ 738 \\ + 524 \\ \hline 1262 \\ \text{1} \quad \text{1} \end{array}$
--	--	---	---	--

Year 3

$\begin{array}{r} \text{100} \quad \text{10} \quad \text{1} \\ 6 \quad 1 \\ 736 \\ - 462 \\ \hline 274 \end{array}$	$\begin{array}{r} \text{100} \quad \text{10} \quad \text{1} \\ 6 \quad 11 \quad 1 \\ 723 \\ - 356 \\ \hline 367 \end{array}$	$\begin{array}{r} 0 \quad 1 \quad 6 \quad 1 \\ 1375 \\ - 538 \\ \hline 837 \end{array}$
---	--	---

Task 4: Addition and subtraction.

Keep practicing your addition and subtraction skills using the column method. Always make sure you are checking what the question is asking, partition the numbers correctly and line them up.

1. $63 + 35 =$
2. $28 + 51 =$
3. $44 + 100 =$
4. $89 - 72 =$
5. $65 - 13 =$
6. $182 - 100 =$
7. $49 + 75 =$
8. $24 + 48 =$
9. $69 + 49 =$

10. $156 - 29 =$
11. $64 - 39 =$
12. $91 - 27 =$
13. $169 + 256 =$
14. $732 - 352 =$
15. $466 - 322 =$
16. $522 + 162 =$
17. $853 - 799 =$
18. $459 + 459 =$

YEAR 3 HOMEWORK - Pack 3

Year 2

$$15 \times 5 = 75$$

$$10 \times 5 = 50$$

$$5 \times 5 = 25$$

$$50 + 25 = 75$$

Year 3

$$15 \times 5 = 75$$

$$10 \times 5 = 50$$

$$5 \times 5 = 25$$

$$50 + 25 = 75$$

$$15 \times 12 = 180$$

x	10	5
10	100	50
2	20	10

$$100 + 50 + 20 + 10 = 180$$

$$43 \times 65 = 2795$$

x	40	3
60	2400	180
5	200	15

$$2400 + 180 + 200 + 15 = 2795$$

Task 7: Multiplication. These are methods we have looked at for multiplying larger numbers. Make sure that we are partitioning the number correctly. Keep practicing the different methods.

x	1	2	3	4	5	6	7	8	9	10	11	12
6												
9												
11												

1. $10 \times 6 =$
2. $4 \times 11 =$
3. $9 \times 9 =$
4. $3 \times 12 =$
5. $6 \times 9 =$
6. $9 \times 11 =$
7. $11 \times 6 =$
8. $12 \times 11 =$
9. $3 \times 9 =$

10. $6 \times 21 =$
11. $= 23 \times 9$
12. $16 \times 11 =$
13. $6 \times 77 =$
14. $= 44 \times 11$
15. $53 \times 6 =$
16. $82 \times 9 =$
17. $11 \times 12 =$
18. $6 \times 25 =$



YEAR 3 HOMEWORK - Pack 3

Task 8: multiplication grid.

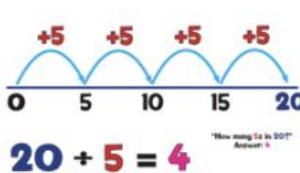
Time yourself completing the multiplication grid then check you answers and record your time to see if we can beat it in the future.

x	2	5	3	4	8	6	7	9	11	12
10										
2										
5										
3										
4										
8										
6										
7										
9										
11										

Time:

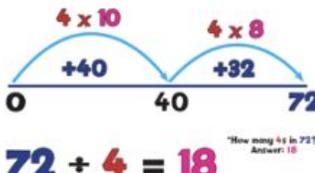
YEAR 3 HOMEWORK - Pack 3

Year 2



$20 + 5 = 4$

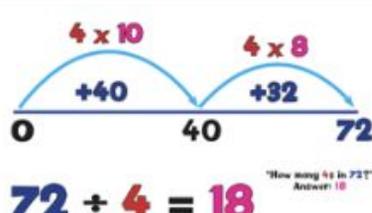
"How many 5s in 20?"
Answer: 4



$72 + 4 = 18$

"How many 4s in 72?"
Answer: 18

Year 3



$72 + 4 = 18$

"How many 4s in 72?"
Answer: 18

Year 4

$72 + 4 = 18$



$536 + 4 = 134$



Task 9: Division. Using the different methods above as we have done in class. Practice all 3 methods to embed your skills. There is squared paper on another page.

<p>1. $99 \div 9 =$</p> <p>2. $99 \div 11 =$</p> <p>3. $54 \div 6 =$</p> <p>4. $126 \div 6 =$</p> <p>5. $189 \div 9 =$</p> <p>6. $121 \div 11 =$</p> <p>7. $366 \div 6 =$</p> <p>8. $279 \div 9 =$</p> <p>9. $72 \div 9 =$</p>	<p>10. $66 \div 6 =$</p> <p>11. $77 \div 11 =$</p> <p>12. $666 \div 6 =$</p> <p>13. $729 \div 9 =$</p> <p>14. $198 \div 9 =$</p> <p>15. $= 198 \div 6 =$</p> <p>16. $198 \div 11 =$</p> <p>17. $= 44 \div 11$</p> <p>18. $= 979 \div 11$</p>
---	---

YEAR 3 HOMEWORK - Pack 3

Task 10: word problems.
Try to answers as many of these questions.
Look at what you are being asked to do.
What information do you need?
What sort of question is it? \div \times $+$ $-$

Kyle is counting in multiples of **4**. The **first** number he says is **0**.
What is the **third** number he says?

Sarah is making an apple pie. She already has **4** apples and then buys **4** more. Her grandma also gives her **4** apples. How many apples does she have altogether?

There are **252** pupils at Apple Tree Primary School. How many **hundreds** are there?

Jessica counts **335** flowers in the park. She then partitions the number of flowers into **hundreds**, **tens** and **ones**. How many **tens** are there?

Humma picks **16** daisies to make daisy chains. She makes each daisy chain with **8** daisies. How many daisy chains can she make?

There are **32** children in Year 3. The teacher divides his class into **8** groups. How many children are in each group?

There are **9** ice pops in a box. **3** children share them equally. How many ice pops do they each have?

YEAR 3 HOMEWORK - Pack 3

Task 11: Measure

For each scale, write a calculation to show how you worked out what each interval is worth and then say how many millilitres are in the cylinder. The first one has been done for you.

Cylinder 1:

Calculating the intervals:

There are 10 intervals between 0 and 100.

$100 \div 10 = 10$.

Each interval is worth 10 ml.

The cylinder contains 370 ml.



Cylinder 2:

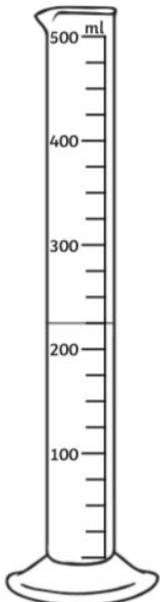
There are ___ intervals between 0 and 100.

$100 \div _ = _$.

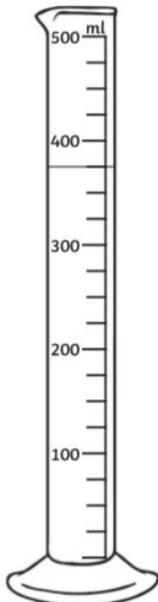
Each interval is worth ___ ml.

How much does each cylinder contain?

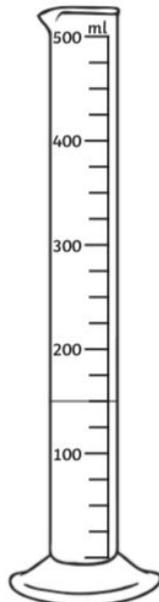
A) _____ ml



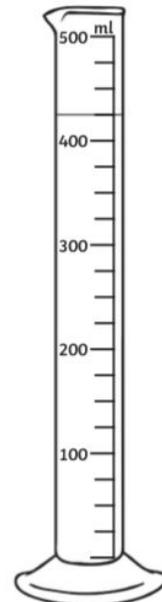
B) _____ ml



C) _____ ml



D) _____ ml



YEAR 3 HOMEWORK - Pack 3

Task 12: ordering fractions.

Order these fractions from the smallest.

$$\frac{3}{6} \quad \frac{1}{6} \quad \frac{5}{6} \quad \frac{2}{6} \quad \frac{4}{6}$$

Order these fractions from the biggest.

$$\frac{4}{12} \quad \frac{6}{12} \quad \frac{8}{12} \quad \frac{10}{12} \quad \frac{11}{12}$$

Order these fractions from the smallest.

$$\frac{7}{9} \quad \frac{3}{9} \quad \frac{9}{9} \quad \frac{1}{9} \quad \frac{4}{9}$$

Order these fractions from the biggest.

$$\frac{4}{4} \quad \frac{1}{2} \quad \frac{2}{3} \quad \frac{2}{4}$$

YEAR 3 HOMEWORK - Pack 3

Tasks 13: More than, less than and equal too. $<>=$
 $1 < 2$ $2 > 2$ $1 = 1$ Remember the crocodile eats the bigger number.

- | | |
|----------------|-------------------------------|
| 1. 50 ___ 60 | 10. 21 ___ 4 tens and 3 ones |
| 2. 9 ___ 3 | 11. 74 ___ seventy four |
| 3. 72 ___ 98 | 12. Ninety nine ___ 19 |
| 4. 212 ___ 212 | 13. Seven ten and 1 one ___ 1 |
| 5. 84 ___ 85 | 14. 34 ___ eighty three |
| 6. 72 ___ 82 | 15. Fifty and nine ___ 59 |
| 7. 94 ___ 93 | 16. Sixty ___ 61 |
| 8. 99 ___ 99 | 17. Twenty ___ 19 |
| 9. 6.3 ___ 6.3 | 18. Seventeen ___ seventeen |

Task 14: Rounding

Round to the nearest 10

- | | |
|-------|---------|
| 1. 63 | 9. 122 |
| 2. 27 | 10. 207 |
| 3. 82 | 11. 9 |
| 4. 91 | 12. 54 |
| 5. 17 | 13. 192 |
| 6. 78 | 14. 777 |
| 7. 65 | 15. 901 |
| 8. 54 | 16. 655 |

Round to the nearest 100

- | | |
|--------|---------|
| 1. 107 | 9. 284 |
| 2. 360 | 10. 249 |
| 3. 920 | 11. 260 |
| 4. 330 | 12. 174 |
| 5. 380 | 13. 424 |
| 6. 290 | 14. 259 |
| 7. 410 | 15. 825 |
| 8. 810 | 16. 835 |

YEAR 3 HOMEWORK - Pack 3

Task 17: Romans

Our topic for this term in year 3 is Romans.

Look on the internet and the e-book attached what can you find out about the Ancient city of Rome.

Where is Rome?

When was Ancient Rome?

How many people were there?

What can you find out about the people of Ancient Rome?

Start to record what you are finding out on the fact file sheet on the next page.



Task 18: GPS. correct and GPS mistakes you find

the great barrier Reef is the world's largest coral reef system. The reef is located in the CoralSea, the coast of queensland, Australia. The great barrier Reef can be seen from outer space and is the world's biggest single structure made by living organisms the reef structure is composed of and built bybillions of tyny organisms called coral polyps. It supports a wide divercity of life and was selected as a World HeriTAGE site in 1981.

A large part of the reef is protected the Great Barrier Reef Marine Park. this helps to limit the impact of human use, such fishing and tourism. It is also known to and used by the Aboriginal Australia and Torres Straight Islander peoples. It very important part of local groups and culture.

In this Paragraph correct the mistakes. Look for:

- Capital and lowercase letter,
- How to finish the sentence,
- Spelling mistakes,
- Words that are missing,
- New paragraphs
- Where a space is needed.

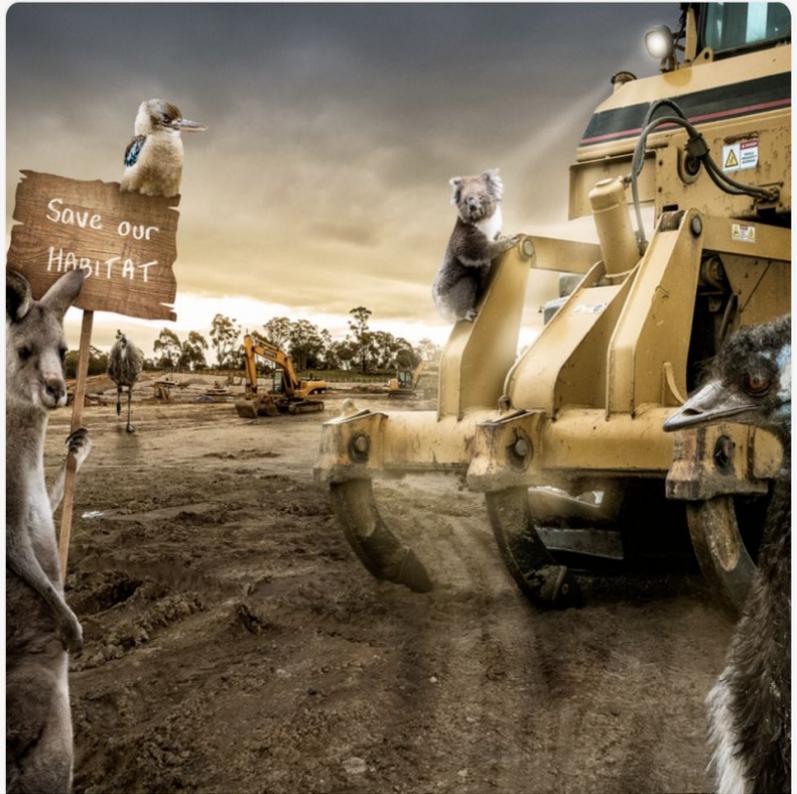
YEAR 3 HOMEWORK - Pack 3

Task 19: Creative writing:

***'Leave us alone!
This is our home!
the animals all
declared as one.***

***The humans didn't
seem to care...***

**Can you continue
the story?**



Sentence challenge!

Can you write a paragraph to persuade humans to treat animals with respect?

You could start with:

It is important that...

It is appalling that...

You could include a rhetorical question:

Did you know that... ?

How can we... ?

Will you...?

Question time!

What is a habitat?

What is happening in the picture?

Do you think it is fair?

Which animals can you see?

What country do you think the picture is from?

Do you think there are any important messages to take from this picture?

If you were driving the digger, how would you feel? What would you do?



YEAR 3 HOMEWORK - Pack 3

Date:

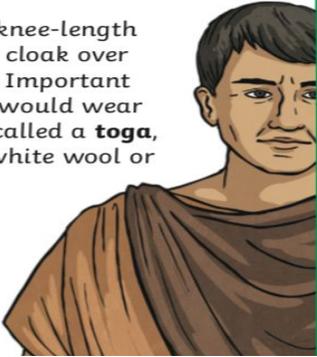
Remember I told you

The main thing.

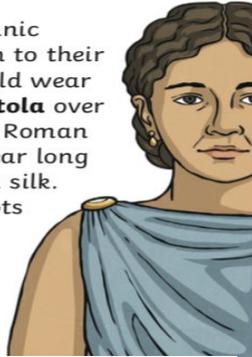
Cya later

YEAR 3 HOMEWORK - Pack 3

Men wore a knee-length **tunic** with a cloak over the top of it. Important Roman men would wear a long robe called a **toga**, made from white wool or linen.



Women wore a tunic which went down to their ankles. They would wear a dress called a **stola** over their tunics. Rich Roman women would wear long tunics made from silk. They also wore lots of jewellery.



Task 20: Reading

Read the text and answer the questions.

What Did the Romans Eat?

The Romans would usually eat three meals per day:

ientaculum



The Romans would eat a breakfast of bread or pancakes with dates and honey.

prandium



For lunch, the Romans would eat a light meal of fish, cold meat, bread and vegetables.

cena



In the evening, poorer Romans would eat vegetables and porridge whereas richer Romans would enjoy a feast, including wine.

1. What would the people wear?
2. What was important for Roman men to wear?
3. What did women wear lots of?
4. What would Romans eat for breakfast?
5. What was lunch called?
6. What were togas made from?

YEAR 3 HOMEWORK - Pack 3

Task 21: Word search

X V N O R L H Y H R S U G K L
O C O N E B W Y I R S P A Q W
C L I I U G Y E O N O E G O Q
A T S I G F B R M Q A B O K G
E F A S T L E C P P T Q T J S
S S V S H P S Z S F I H L W J
A H N C M J W E S X K R E B E
R X I E G J P S V Y R X E O O
H T Q N Y F F I J O L X H R T
R O M A N S R O M H P A G V U
R O J X I B A A B T G C T D X
V S N F P L N I A Z E V W I P
Z K G G S K R X L O Q F G H H
C K Q Z R P H K K Q T P K E X
N E T R Q L H I B H O K P P Y

CAESAR
EMPIRE
ROMAN

CELTS
INVASION
ROMANS

EMPERORS
ITALY
TOGA

YEAR 3 HOMEWORK - Pack 3

Task 22: Reading

Read the text and answer the questions.

Caesar's Calendar Conundrum

9 The Julian calendar, created by Julius Caesar in 46BC,
18 was a correction of the Roman calendar - a complicated
29 lunar calendar based on the phases of the moon. It needed
39 a group of scholars to regularly meet and decide when
50 days should be added or removed to keep the calendar in
60 line with the seasons. In order to create a standardised
67 calendar, Caesar worked with an astronomer named
75 Sosigene, and together they made a solar calendar
84 based entirely on the Earth's journey around the sun.
95 This calendar had a regular year of 365 days, split into
105 twelve months, with a leap year added to February every
116 fourth year. At the time, February was the last month of
125 the year. However, the Julian calendar was replaced by
130 the Gregorian calendar in 1582.



Quick Questions



1. Which calendar was based on the moon?



2. Recap the main points of this text in 20 words or less.

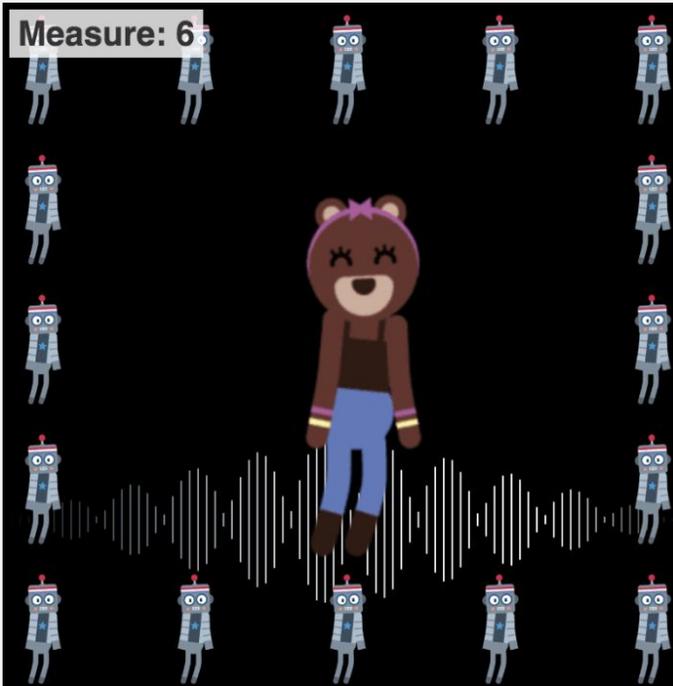


3. Why do you think that the Julian calendar was replaced?



4. How does the Julian calendar compare to the calendar we use today? Explain your answer.

YEAR 3 HOMEWORK - Pack 3



Taks 23:

ICT - Coding

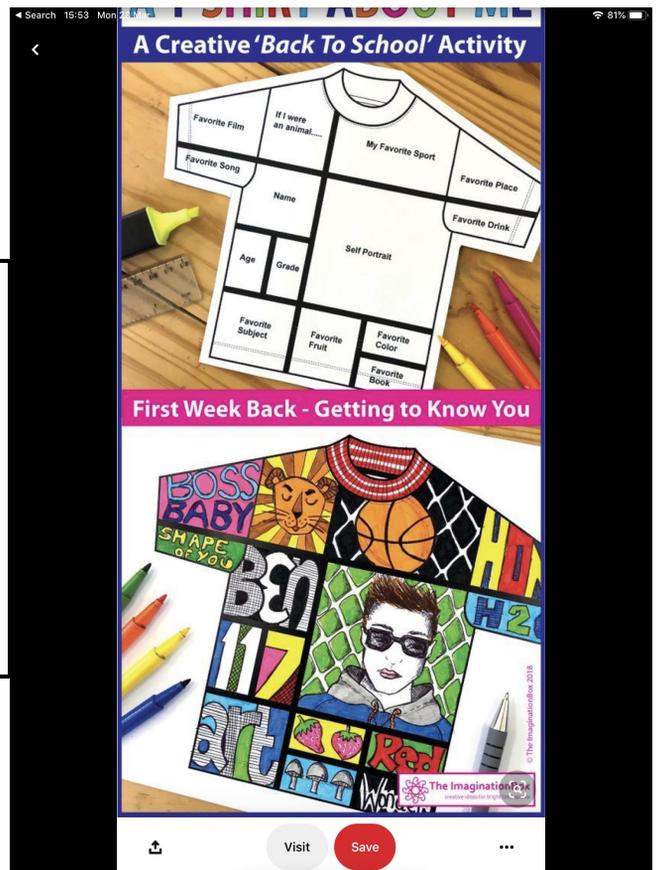
Hour of code dance party 2019.

<https://studio.code.org/s/dance-2019/stage/1/puzzle/9>

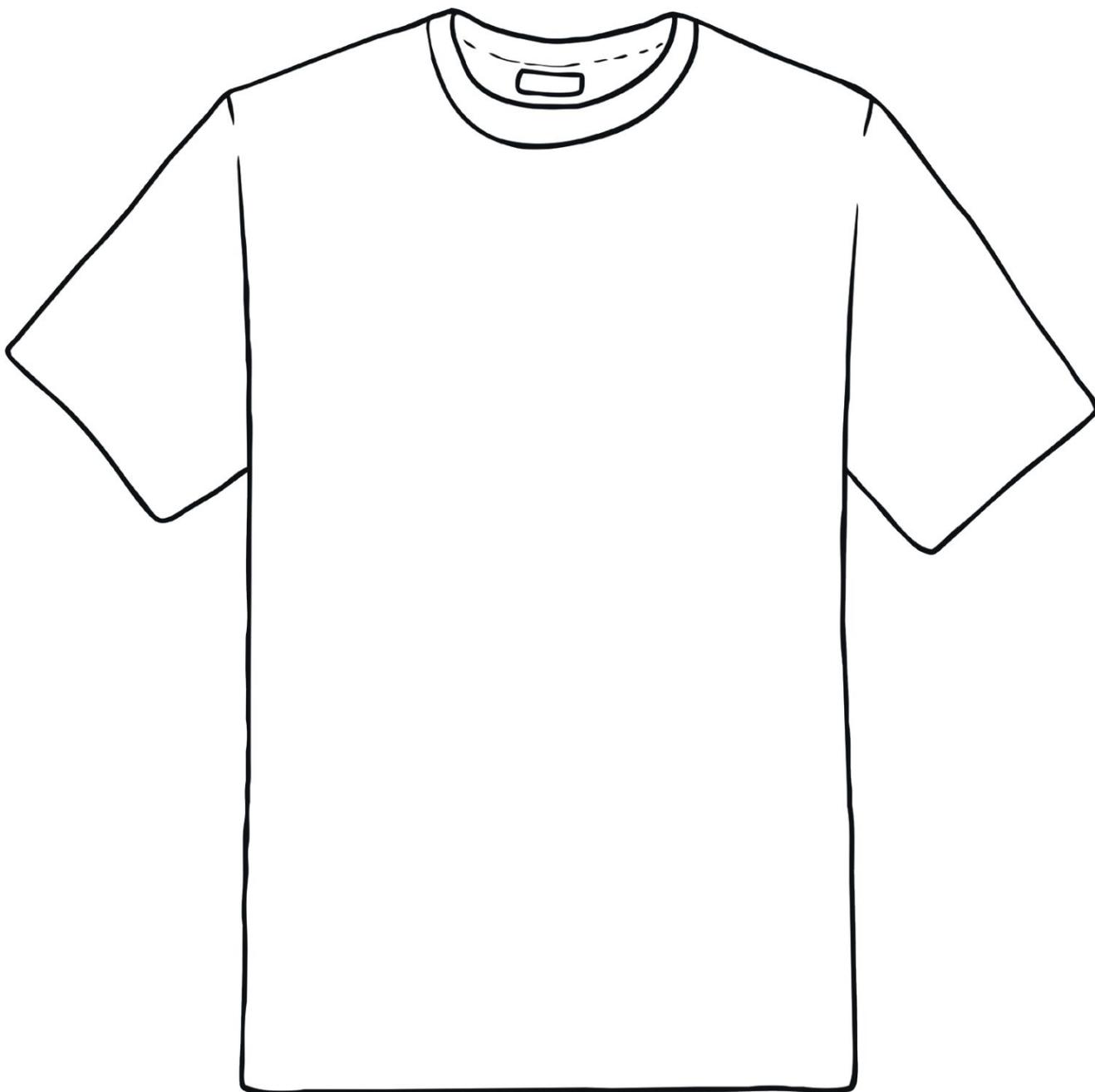
There are 9 different levels you can do teaching you how coding works making different animals dance.

Taks 24:

Complete a t-shirt drawing that shows you as a person and your likes and hobbies. You could include your favourite: Hobby, film, game, friends, family, food, lesson, animal.



YEAR 3 HOMEWORK - Pack 3



YEAR 3 HOMEWORK - Pack 3

Task 25: Reading.

Caesar's Calendar Conundrum

9 The Julian calendar, created by Julius Caesar in 46BC,
18 was a correction of the Roman calendar - a complicated
29 lunar calendar based on the phases of the moon. It needed
39 a group of scholars to regularly meet and decide when
50 days should be added or removed to keep the calendar in
60 line with the seasons. In order to create a standardised
67 calendar, Caesar worked with an astronomer named
75 Sosigene, and together they made a solar calendar
84 based entirely on the Earth's journey around the sun.
95 This calendar had a regular year of 365 days, split into
105 twelve months, with a leap year added to February every
116 fourth year. At the time, February was the last month of
125 the year. However, the Julian calendar was replaced by
130 the Gregorian calendar in 1582.



Quick Questions



1. Which calendar was based on the moon?



2. Recap the main points of this text in 20 words or less.



3. Why do you think that the Julian calendar was replaced?



4. How does the Julian calendar compare to the calendar we use today? Explain your answer.

YEAR 3 HOMEWORK - Pack 3

Task 27: questions to think about when you read.

Question to ask your child when reading with them

Before your child reads a book, ask:

- Why did you select this book?
- What makes you think this book is going to be interesting?
- What do you think the book is going to be about?
- Does this book remind you of anything else you've already read or seen?
- What kind of characters do you think will be in the book?
- What do you think is going to happen?

While your child is reading a book, try asking:

- Will you catch me up on the story? What's happened so far?
- What do you think will happen next?
- If you were that character, what would you have done differently in that situation?
- If the book was a TV show, which actors would you cast in it?
- Where is the book set?
- If the main character in that story lived next door, would you be friends?
- What does the place look like in your head as you read? Would you want to visit there?
- Did you learn any new words or facts so far?

After your child has finished a book, ask questions like:

- What was your favorite part of the book? Why?
- Who was your favorite character? Why?
- What was the most interesting thing you learned from the book?
- Why do you think the author wrote this book?
- Would you have ended the book differently? Did it end the way you thought it would?
- Did the problem of the book's plot get solved?
- If you could change one thing in the book, what would it be?

YEAR 3 HOMEWORK - Writing

Writers Hall of Fame

Below is a selection of the superb effort many of you have been putting into your writing over the last few weeks. Keep sending us your wonderful writing, and you could end up on the Hall of Fame!



COMING SOON

Please email crumbles@hvp.org.uk to include any wonderful work in the next homework pack!