

## YEAR 3 HOMEWORK - Pack 9

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

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

#### Task 3:

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

Can you improve your time per second answered?



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



YEAR 3 HOMEWORK - Pack 9

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle, and bottom) for writing practice.

## YEAR 3 HOMEWORK - Pack 9

accept

except

affect

effect

ball

bawl

berry

bury

brake

break

fair

fare

grate

great

groan

grown

## YEAR 3 HOMEWORK - Pack 9

### 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 - Pack 9

Multiplication using the grid method

$13 \times 9 =$

<b>x</b>	10	3
9	90	27

Now use the grid method to complete these calculations

$35 \times 5 =$

$72 \times 5 =$

$28 \times 5 =$

$62 \times 5 =$

$71 \times 5 =$

<b>x</b>	70	1
5		

$25 \times 3 =$

$76 \times 3 =$

$13 \times 3 =$

$64 \times 3 =$

$56 \times 5 =$

<b>x</b>	50	6
5		

$25 \times 4 =$

$36 \times 4 =$

$62 \times 4 =$

$76 \times 4 =$

$24 \times 8 =$

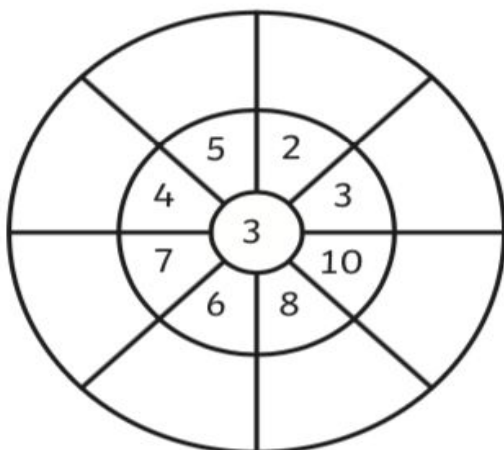
$15 \times 8 =$

$33 \times 8 =$

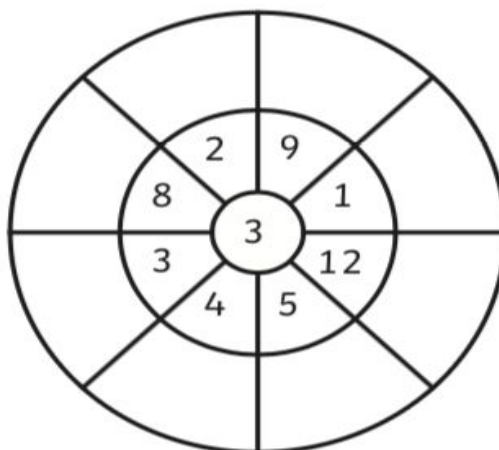
$76 \times 8 =$

## YEAR 3 HOMEWORK - Pack 9

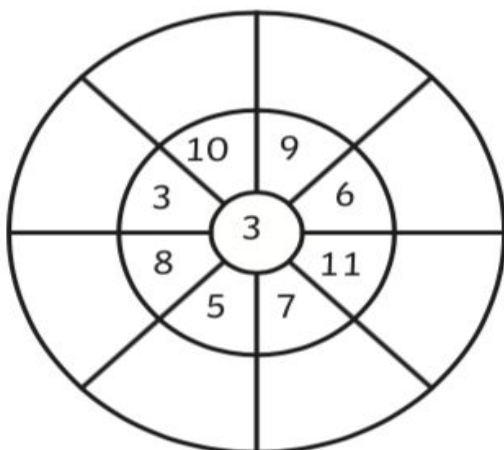
1.



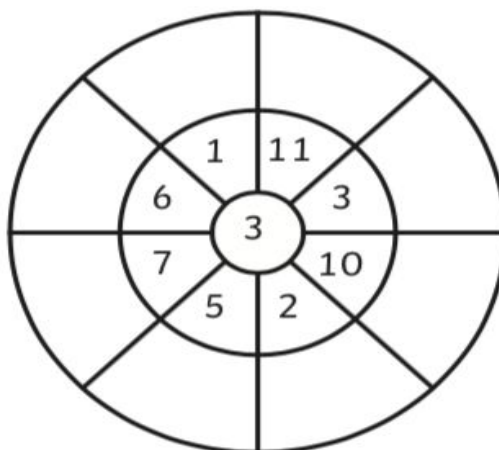
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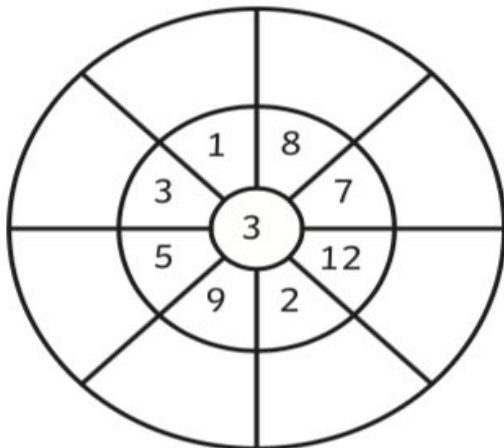
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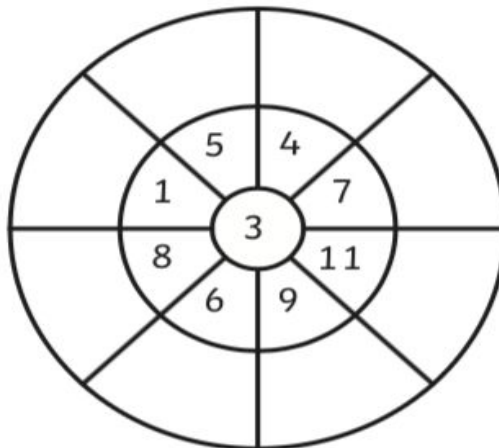
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3.



6.





YEAR 3 HOMEWORK - Pack 9

3 Times Table Activities

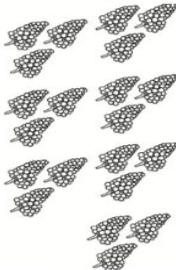
Count in 3s and colour in the grid:

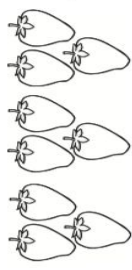
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

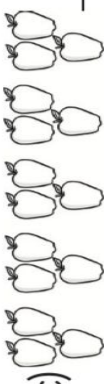
Work out these answers:

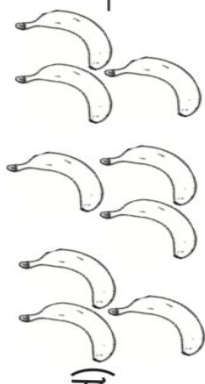
- a)  $4 \times 3 =$  \_\_\_\_\_
- b)  $3 \times 3 =$  \_\_\_\_\_
- c)  $5 \times 3 =$  \_\_\_\_\_
- d)  $2 \times 3 =$  \_\_\_\_\_
- e)  $9 \times 3 =$  \_\_\_\_\_
- f)  $6 \times 3 =$  \_\_\_\_\_
- g)  $7 \times 3 =$  \_\_\_\_\_
- h)  $1 \times 3 =$  \_\_\_\_\_
- i)  $11 \times 3 =$  \_\_\_\_\_
- j)  $8 \times 3 =$  \_\_\_\_\_
- k)  $10 \times 3 =$  \_\_\_\_\_
- l)  $12 \times 3 =$  \_\_\_\_\_

How many pieces of fruit are there?

a)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

b)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

c)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

d)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

## YEAR 3 HOMEWORK - Pack 9

- 1 There are **37** blue soft balls and **53** red soft balls in a play area. How many soft balls are there altogether in the play area?

- 2 Sarah has **62p**. She gives Sididq **25p**. How much does Sarah have left?

 p

- 3 In the Sandwich Shop, there are **13** cheese and tomato sandwiches, **25** turkey sandwiches and **14** ham sandwiches. Kyle buys **2** turkey sandwiches and **1** ham sandwich. How many sandwiches are left in the shop?

- 4 In the PE hall, there are **275** bean bags. Mrs Clayton's class takes **115**, Mr Thabani's class takes **94** and Mrs England's class **30**. How many bean bags are left?

- 5 Kyle takes **86** oatmeal biscuits, **42** chocolate biscuits and **27** ginger biscuits to a party. At the end of the party, there are **39** biscuits left. How many biscuits have been eaten at the party?

- 6 Sarah thinks of a number. She adds **20** and subtracts **152**. The answer is **83**. What was her number?



## YEAR 3 HOMEWORK - Pack 9

- 1 Humma thinks of a number then subtracts **15**. The answer is **30**. What was her number?

- 2 Kyle has **88p** and Siddiq has **47p**. What is the difference in the amount of money that they have?

 p

- 3 Isiah scores **240** on a computer game. This is **82** more than Kyle's score. What was Kyle's score?

- 4 Mrs Anderson bought **250** bottles of water for her family. In June, they drank **57** bottles. In July, they drank **84** and in August, they drank **79**. How many bottles were left?

- 5 Class 3 recorded how many apples were sold in the school shop. Look at their results for week one.

Monday	Tuesday	Wednesday	Thursday	Friday
16	19	21	24	26

During week two, the shop sold **20** fewer apples than during week one. How many apples were sold in week two?

Grid paper is available on Twinkl if you want some. At the moment twinkl is offering free membership.

## YEAR 3 HOMEWORK - Pack 9

### English/time and place

Use these website to research the Romans, make notes then create a fact file. There is a template on the next page you may wish to use or you can create your own.

BBC Bitesize have lots of videos you can watch to learn about the Romans. <https://www.bbc.co.uk/bitesize/topics/zwmpfg8>

<http://www.primaryhomeworkhelp.co.uk/Romans.html>

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## YEAR 3 HOMEWORK - Pack 9

### **A Roman Fact File**

#### **Lifestyle**

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**Draw a Roman man or woman here.**

#### **Food and Drink**

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#### **Hobbies and Interests**

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#### **Other Information**

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## YEAR 3 HOMEWORK - Pack 9

### Inverted Commas



Inverted commas are used around the words in direct speech.  
"Hello there!" Suzy called.

Inverted commas can show that words are being quoted.  
"An absolutely must-have read of the year." The Sunday Times

Inverted commas show that a word is being used ironically or oddly.  
James regarded the so-called 'historian' with suspicion.

Inverted commas can be used when referring to a film or book.  
The film adaptation of 'Goodnight Mister Tom' is considered a modern classic.



Hold on tight! I'll save you!

The superhero flew through the air and shouted,  
"Hold on tight! I'll save you!"

Hold on tight! I'll save you!  
I will protect the castle  
from the dragon!



I wonder how I solve this  
problem.

## YEAR 3 HOMEWORK - Pack 9

Take out your books and  
write the date please.



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I wonder what treasures  
I'll find in the sunken ship?



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It's safe to cross the road  
now.



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## YEAR 3 HOMEWORK - Pack 9

Are you ready to order?



To be or not to be? That is  
the question.



## YEAR 3 HOMEWORK - Pack 9

The **independent clause** makes sense on its own because it is a complete thought.

For example:  
I went to town.  
It was red.

A **subordinate clause** supports the independent clause. The opening words of subordinate clauses show that they are dependent on the independent clause.

For example:  
after the storm cleared  
because he didn't like chocolate

## The Subordinate Clause

A subordinate clause can come at various points in a sentence.

You might use one at the **front** of a sentence.  
For example, a **fronted adverbial** can be a type of subordinate clause:

**Like a bullet speeding through the air**, he ran through the door.

You might want to use one at the **end** of the sentence:

She went straight home after school **because she needed an early tea.**

Sometimes they even come in the **middle** of sentences:

My brother Richard, **who lives in Australia**,  
is coming home for Christmas.

## YEAR 3 HOMEWORK - Pack 9

1. Finish off the sentences by adding more detail to these subordinate clauses.

- a) While the rain poured down, \_\_\_\_\_
- b) Before the party had started, \_\_\_\_\_
- c) \_\_\_\_\_ before it's too late.
- d) \_\_\_\_\_ because I don't know the answer.

2. Now try adding an embedded clause into this sentence.

- a) Alan the footballer, \_\_\_\_\_, scored the first goal.

3. These sentences begin with a main clause. Add a subordinate clause to each one to finish the sentences. Remember that the subordinate clause **should not make sense on its own**.

- a) Jack plays rugby \_\_\_\_\_
- b) Tim likes to draw \_\_\_\_\_
- c) Flying a kite is fun \_\_\_\_\_
- d) I love sunny mornings \_\_\_\_\_
- e) Bathtime is fun in our house \_\_\_\_\_

## YEAR 3 HOMEWORK - Pack 9

1. Tick one box in each row to show whether the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
<u>She was an excellent musician</u> because she had practised.		
He wanted to speak German <u>so that he could understand his grandparents</u> .		
<u>As a result of the weather</u> , the children wore their snow boots.		
<u>The rain</u> , that had been forecast, <u>poured heavily</u> .		

2. Tick the choice that shows how the underlined words are used in the sentence.

Bob, who had a really big smile, was busy making tea.

As a main clause

☐

As a subordinate clause

☐

As an embedded clause

☐

3. Rewrite the sentence below, adding a **subordinate clause**.  
Remember to use full punctuation in your sentence.

The sky began to rumble with thunder.

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## YEAR 3 HOMEWORK - Pack 8

Social distancing has become a part of our everyday lives. I'm sure you already know lots about it from your own experience. I was looking on the internet for an interesting poster, poem or song about it but I could not find anything fun.

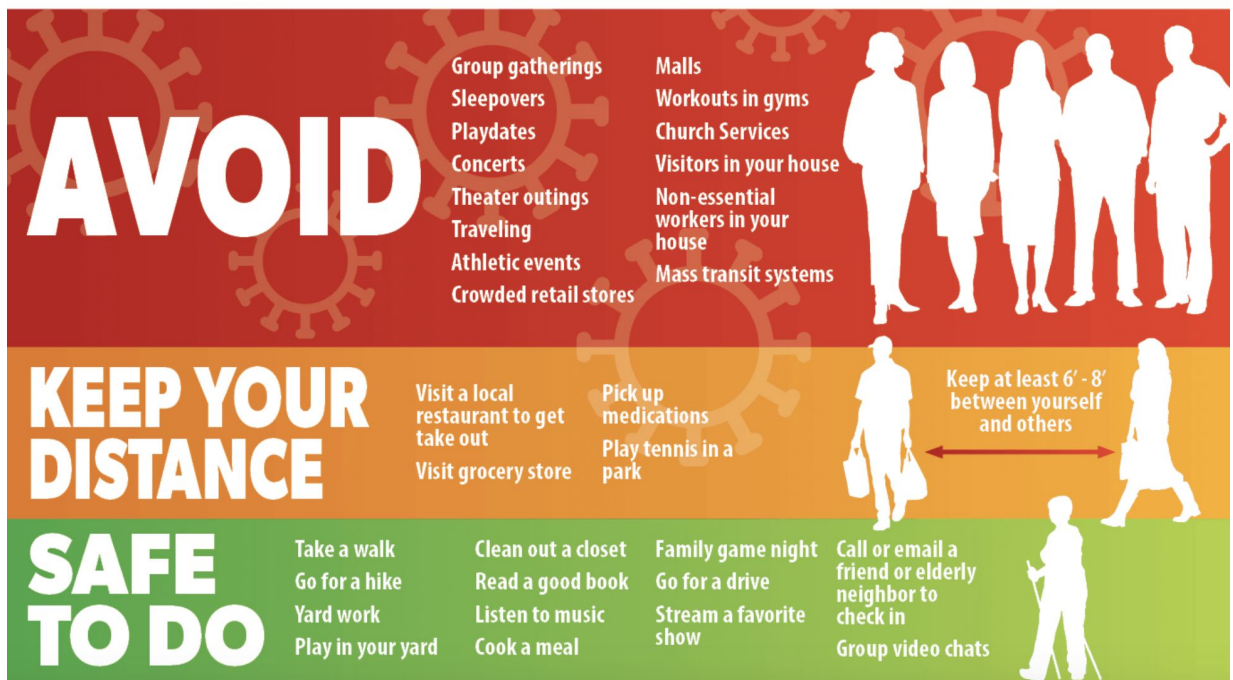
Your task is to make a creative/fun of sharing the rules of social distancing, e.g. poster, a poem or a song.

### SOCIAL DISTANCING

#### What does it mean?

Social distancing is the practice of reducing close contact between people to slow the spread of infections or diseases.

Social distancing measures include limiting large groups of people coming together, closing buildings and canceling events.



**AVOID**

- Group gatherings
- Sleepovers
- Playdates
- Concerts
- Theater outings
- Traveling
- Athletic events
- Crowded retail stores
- Malls
- Workouts in gyms
- Church Services
- Visitors in your house
- Non-essential workers in your house
- Mass transit systems

**KEEP YOUR DISTANCE**

- Visit a local restaurant to get take out
- Visit grocery store
- Pick up medications
- Play tennis in a park

Keep at least 6' - 8' between yourself and others

**SAFE TO DO**

- Take a walk
- Go for a hike
- Yard work
- Play in your yard
- Clean out a closet
- Read a good book
- Listen to music
- Cook a meal
- Family game night
- Go for a drive
- Stream a favorite show
- Call or email a friend or elderly neighbor to check in
- Group video chats

## YEAR 3 HOMEWORK - Pack 9

### The Romans: Place Names



In Britain, lots of places have Roman endings, eg. 'caster' and 'chester' - Manchester and Lancaster are two examples. 'Caster' indicates that there was once a fortified camp in that place and 'chester' indicates that there was a town or fort there.

In an atlas, find a map of Great Britain that shows the names of towns and cities (a political map would be best).

Write down as many towns and cities as you can fit in the boxes below:

'Chester' Names	'Caster' Names



## YEAR 3 HOMEWORK - Pack 9



### Chapter 1

## A Very Difficult Door

Small fingers gripped Tilda Hacker's elbow from behind, squeezing until painful shivers shot up to her shoulder. The eleven-year-old stopped climbing the bare staircase with a sigh, glancing down at the nervous face behind her.

Beneath the scruffy blonde haircut that might look more at home on a terrier, Charlie Hacker's blue eyes threw worried glances toward the narrow door looming at the top of the stairs. "What if the attic is haunted?"

"Don't be such a numpty!" Tilda peeled her younger

brother's slim fingers away from her arm and sent strands of sandy hair flying back across her shoulders with a flick. "Why would Dad send us to the attic if it was haunted?"

"Erm, because he doesn't believe in ghosts?" the ten-year-old reminded her. "And he's too busy to remember that I do!"

Tilda wrinkled her freckled nose as invisible specks of freshly-disturbed dust threatened to make her sneeze. It had been years since anyone had climbed the narrow staircase. She still felt pleased that her mother and father had trusted her to explore the attic and hunt for anything valuable. Perhaps they saw her potential to become a proper antiques dealer, just like them.

The Hackers had lived in the creaking rooms above their antique shop for almost three months now. According to letters that the postman still slipped through their door, the previous resident had been a man called Professor Howe. For reasons nobody knew, he'd left in a hurry over a year earlier, leaving behind all his possessions and stacks of unpaid bills.

Since buying the house at an auction, the family had spent every spare hour decluttering their new home,

## YEAR 3 HOMEWORK - Pack 9

room by room. Now, only the attic needed to be cleared. Tilda leaned her slender frame against an uneven wall. "Don't you think we'd know by now if this house was haunted?"

"Ghosts don't exactly send you a friend request, Tils!" Charlie fired his older sister a look that seemed to challenge her IQ. "Besides, everyone knows York is England's most haunted city." The thought seemed to send a shiver dancing through Charlie's body. "Dad says there's a pub not far from us that once had an entire legion of Roman soldiers walk right through the cellar. They're probably up there right now, plotting how best to scare us both."

"Well, someone should tell them they needn't bother," Tilda said. "You seem to be doing a pretty good job of that all by yourself."

Tiring of Charlie's whimpering, she grabbed his wrist and restarted her ascent. "Come on – I'll go in first and check it out. I mean, how scary can a group of dead men in skirts be anyway?"



The unpolished brass door handle bit like ice against Tilda's palm. It refused to move.

"Good," cheered Charlie. "I'll tell Dad the lock is broken. He'll never fork out for the repair."

Refusing to give up so easily, Tilda grabbed the handle with both hands and heaved against it a second time. Determination drove her to keep trying, until beads of sweat were tickling her nose and her hand felt like it had just caught a champion tennis player's hardest serve.

Tilda nursed her hand and glared at the stubborn metalwork. This felt like stalemate.

"Told you it was broken," Charlie said triumphantly. "The only way you'll ever get through is by kicking the door down."

Tilda whirled around and snatched a handful of her brother's T-shirt. "Charlie Hacker, you're a genius!"

"Eh?"

"Gimme one of your trainers."

"What? No! They won't fit you."

## YEAR 3 HOMEWORK - Pack 9

"I'm not going to wear it, silly. I'm going to use it to get through the door."

Too impatient to wait, Tilda crouched and grasped hold of her brother's right shoe.

"Hey! Gerroff!"

"You can have it back in a minute. I just need something tough enough to tackle this handle."

"It's made of rubber and foam," bleated Charlie.  
"You're going to murder my trainer."

"These things are designed to run up mountains. I'm sure it can take a couple of thumps and wallops."

"You'll be getting the thumps and wallops if you ruin that thing. Do you know how much these cost?"

Showing how little she cared, Tilda slammed the shoe against the door handle with all the strength she could muster. The rubber sole hit its mark with a determined thud, then bounced away faster than a ricocheting bullet, throwing Tilda against the solid stone wall.

"That thing's not going to move, Tils," Charlie insisted.

"You're wasting your time."

"I'm not letting a door handle get the better of me."

Crouching like a resolute brawler, Tilda moved back towards the door. When the shoe struck the handle a second time, she cleverly used the rubber sole's recoil as fuel for her third and fourth strikes. Each blow grew more and more forceful, until...

"It moved!" she gasped. "It's working."

"Try telling my poor trainer that."

Further blows weakened the handle and excitement bubbled in her stomach, until eventually the handle gave a satisfying click.

As the door sprang ajar, a lip of unexpected yellow light poked through a gap no wider than a mouse's head. Slim fingers of dust coiled into the stairwell, closely followed by the scent of dried timber.

Tilda handed back her brother's shoe, sniffing the air like a curious puppy. "Well, it certainly doesn't smell haunted."

## YEAR 3 HOMEWORK - Pack 9

1. How old is Tilda Hacker? Tick one.

☐

Seven years old

☐

Twelve years old

☐

Eleven years old

2. Tick the adjective that best describes how Charlie is feeling during Chapter 1.

☐

Excited

☐

Nervous

☐

Upset

3.

Tilda leaned her slender frame against an uneven wall.

Use a dictionary to find the meaning of the word 'slender'.

4- Where did the Hackers live?

5- What did Charlie tell Hilda about York on page 3?

6- Who do you think the 'dead men in skirts' are?

7- What did tilda use to open the door?

8- What do you think is going to happen next and why?