

## YEAR 3 HOMEWORK - Pack 10

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 10

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

## YEAR 3 HOMEWORK - Pack 10- spelling

-ous suffix

Poisonous.

dangerous

mountainous,

famous

various

enormous

jealous

glamorous

outrageous

serious

obvious

curious

hideous

spontaneous.

courteous

## YEAR 3 HOMEWORK - Pack 10

### 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 10- Maths

1. How many 5s are there in 25? ( $25 \div 5 = ?$ )

2. How many 4s are there in 36? ( $36 \div 4 = ?$ )

3. How many groups of 8 are there in 16? ( $16 \div 8 = ?$ )

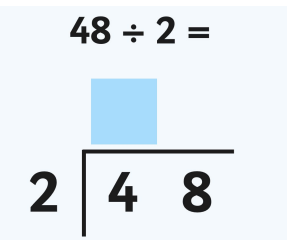
4. How many 3s are there in 15? ( $15 \div 3 = ?$ )

5. How many 4s are there in 44? ( $44 \div 4 = ?$ )

### Steps to bus stop division:

1

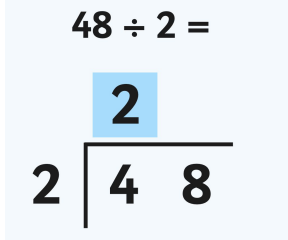
$48 \div 2 =$



How many 2s are there in 4?

2

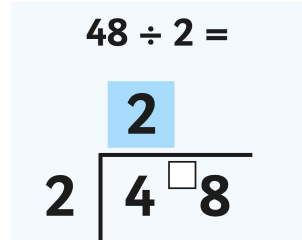
$48 \div 2 =$



How many 2s are there in 4?

3

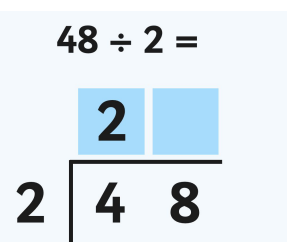
$48 \div 2 =$



How many are left over?

4

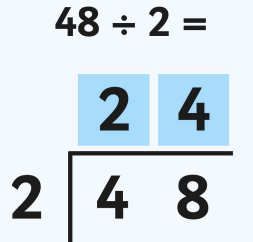
$48 \div 2 =$



How many 2's are there in 8?

5

$48 \div 2 =$



Great!

## YEAR 3 HOMEWORK - Pack 10- Maths

Steps to bus stop division:

1

$$\begin{array}{r} 76 \div 2 = \\ \phantom{00} \square \\ 2 \overline{) 76} \end{array}$$

How many 2s are there in 7?

2

$$\begin{array}{r} 76 \div 2 = \\ \phantom{00} 3 \\ 2 \overline{) 76} \end{array}$$

How many 2s are there in 7?

3

$$\begin{array}{r} 76 \div 2 = \\ \phantom{00} 3 \\ 2 \overline{) 7 \square 6} \end{array}$$

How many are left over?

4

$$\begin{array}{r} 76 \div 2 = \\ \phantom{00} 3 \\ 2 \overline{) 7 \square 6} \end{array}$$

How many are left over?

5

$$\begin{array}{r} 76 \div 2 = \\ \phantom{00} 3 \square \\ 2 \overline{) 7 \square 6} \end{array}$$

How many 2's are there in 16?

6

$$\begin{array}{r} 76 \div 2 = \\ \phantom{00} 38 \\ 2 \overline{) 7 \square 6} \end{array}$$

Great!

$$8 \overline{) 80}$$

$$8 \overline{) 88}$$

$$4 \overline{) 52}$$

$$3 \overline{) 42}$$

$$4 \overline{) 64}$$

$$3 \overline{) 57}$$

## YEAR 3 HOMEWORK - Pack 10- Maths

Use the bus stop  
method to solve  
these division  
calculations

$$36 \div 3 =$$

$$45 \div 3 =$$

$$63 \div 3 =$$

$$42 \div 3 =$$

$$39 \div 3 =$$

$$55 \div 5 =$$

$$70 \div 5 =$$

$$85 \div 5 =$$

$$65 \div 5 =$$

$$48 \div 4 =$$

$$52 \div 4 =$$

$$80 \div 4 =$$

$$76 \div 4 =$$

$$36 \div 2 =$$

$$50 \div 2 =$$

$$28 \div 2 =$$

$$48 \div 2 =$$

$$64 \div 2 =$$



---

## YEAR 3 HOMEWORK - Pack 10- Maths

---

1. 38 children were in the classroom. 26 more joined them. How many children were in the classroom altogether?
2. Mrs Street made 57 school dinners. 25 children collected their food. How many meals were left over?
3. There were 4 tables in the classroom. Each table could had 7 chairs. How many chairs were in the classroom?
4. Miss Fernley bought 24 cakes to share with Year 3. She shared them equally between 6 plates. How many cakes were on each plate?

Now try these 2 step problems

5. Each class has 3 playground balls. There are 7 classes in the school. If 12 of the balls were lost, how many balls are left?
6. Year 3 had 67 pencils and were given 45 more. If 38 pencils were lost, how many pencils are left?
7. I bought a new pen for 65p and a lolly for 52p. How much change should I get from a £2 coin?
8. There were 54 footballs in one bag and 37 footballs in another bag. 32 balls were used for a PE lesson. How many balls were left in the bags?



## YEAR 3 HOMEWORK - Pack 10- Maths

### 4 Times Table Activities

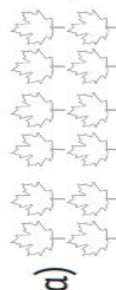
Count in 4s and colour in the grid:

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	37	38	39	40
41	42	43	44	45	46	47	48	49	50

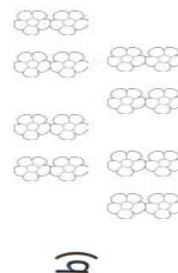
Work out these answers:

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

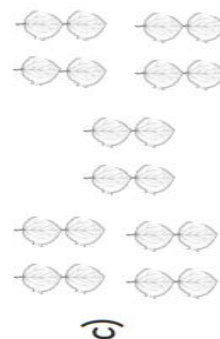
How many different leaves are there? Count in groups of 4 and write out the calculation.



\_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

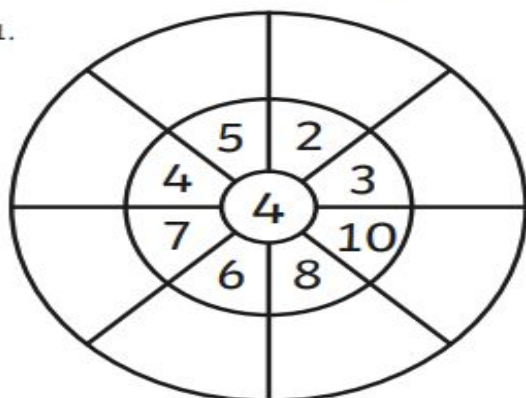


\_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

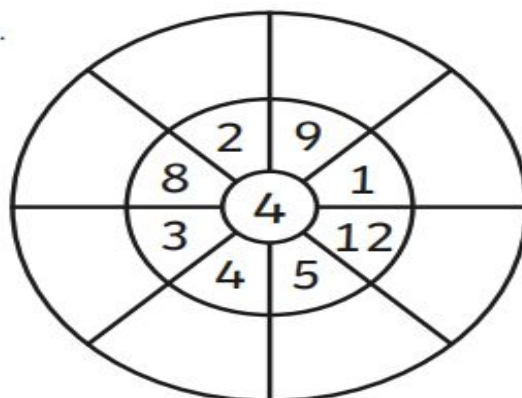
## YEAR 3 HOMEWORK - Pack 10- Maths

### 4 Times Table Multiplication Wheels

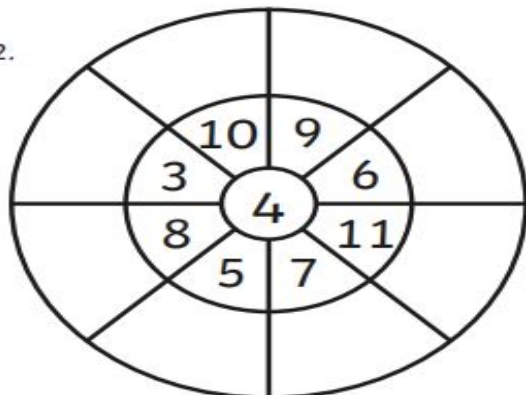
1.



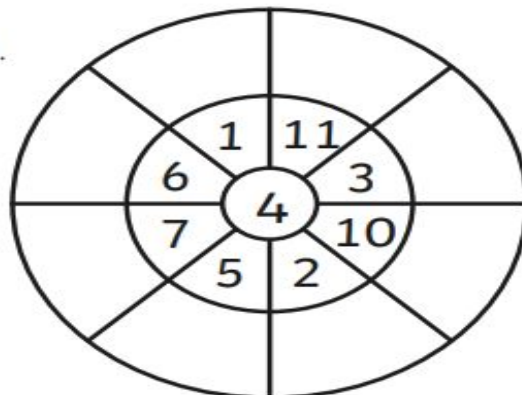
4.



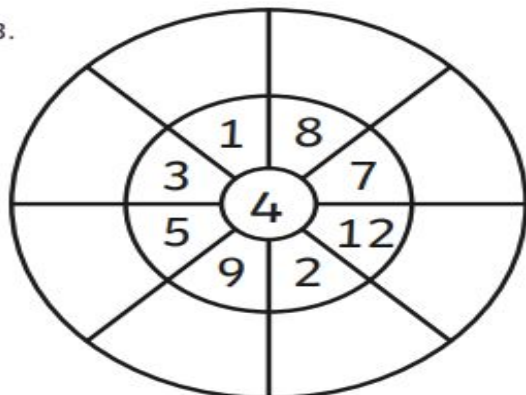
2.



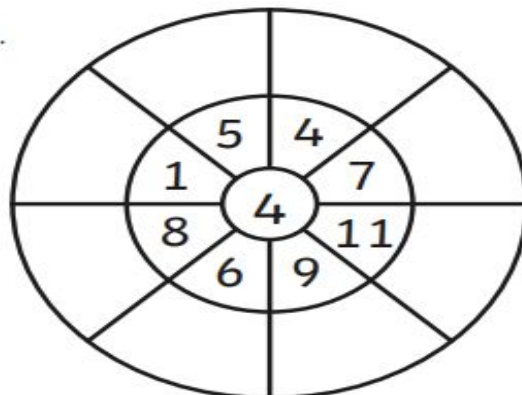
5.



3.



6.



## YEAR 3 HOMEWORK - Pack 10

|

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

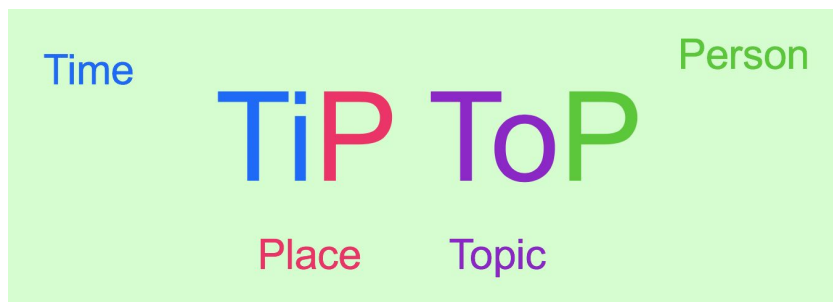
## YEAR 3 HOMEWORK - Pack 10- Maths

- 1) There are 37 girls and 56 boys in the school. How many children are there?
- 2) There are 112 people in the swimming pool. 34 leave, how many are left?
- 3) One bag of sweets has 64 sweets in it, the other 28. How many sweets are there altogether?
- 4) Some children share 56 strawberries. Each child gets 8 strawberries. How many children are there?
- 5) There are 89 children, 45 are girls. How many boys are there?
- 6) Tulips are sold in bunches of 9. Randle buys 81 tulips. How many bunches does he buy?
- 7) There are 67 cabbages. The slugs eat 56. How many are there now?
- 8) Harry plants 15 trees in rows of 4. How many trees does he plant?
- 9) A large bag of frozen chips costs 34p. How much do 3 large bags cost?
- 10) If I have 64 balls and 21 of them are rugby balls, 18 are tennis balls the rest are footballs. How many footballs are there?

## YEAR 3 Grammar - Skill 1

### Paragraphs

A paragraph is a group of sentences about one main idea. It can be as short or as long as you like, as long as the idea you have been writing about has been fully explored. Below is a great way of remembering when to start a new paragraph..



### Forming a paragraph

Topic sentence   Supporting sentences   Ending sentence

Example:

"There are three reasons why Britain is one of the best countries in the world. First, Britain has an excellent transport system. Second, Britain has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Britain's cities are clean and efficiently managed. As a result, Britain is a desirable place to live."



## YEAR 3 Grammar - Skill 1

### Sort it Out

**I can use paragraphs correctly.**



The information below is hard to follow because it has not yet been given labelled paragraphs.

- Read the information.
- Identify the main theme and write a title.
- Re-write the information using paragraphs to make it clear and easy to understand.

#### Canines

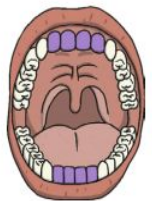
Canines are pointy.

Molars

Molars are large and flat and used for grinding food.

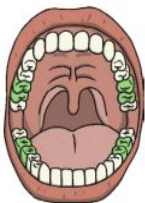
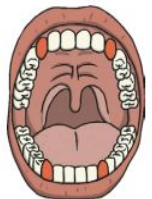
Humans have 8 incisors altogether; 4 in the upper jaw and 4 in the lower jaw.

Humans have 8 molars, two in each quarter of the mouth. They are at the back of the mouth behind the premolars.



Humans have 4 canine teeth, one in each quarter of the mouth, on either side of the incisors.

Incisors are shovel-shaped.



Canines are used for tearing and ripping food.

Incisors are used for biting and cutting food.

Incisors



## YEAR 3 HOMEWORK - Pack 10- GPS

### Relative pronouns

Relative clauses give extra information related to a previously mentioned noun or pronoun within a sentence. A relative clause always starts with a relative pronoun, such as:

that

whose

which

whom

who



Joe, who was dressed as a cowboy, was excited about his friend's fancy dress party.

'who' is the **relative pronoun** here used to begin the relative clause. As this is extra, non-essential (non-restrictive) information, we put the clause in commas. This is often called an embedded or sandwich clause.

The winning competitor held the trophy aloft, which made the crowd cheer loudly.

'which' is the **relative pronoun** so this time the relative clause is after the main clause. We still need a comma before the relative clause as this is also extra, non-essential (non-restrictive) information.



People that exercise daily are more likely to maintain a healthy weight.

'that' is a **relative pronoun** so this also shows a relative clause. This time the information in the extra clause is essential (restrictive) to the meaning of the sentence so therefore we don't need to use commas.

## YEAR 3 HOMEWORK - Pack 10- GPS

Insert who, which or whose into the gaps.

- 1 This is the boy  had an accident.
- 2 Yesterday I saw a car  was really old.
- 3 Mandy is the girl  I met on Friday.
- 4 I haven't seen Frank,  brother is five, for a long time now.
- 5 The robber stole the car  the lady parked in front of the supermarket.
- 6 This is the man  house is on fire.
- 7 Can I talk to the girl  is sitting on the bench?
- 8 The book  you gave me is great.
- 9 She likes hamburgers  are hot.
- 10 Bill Clinton,  was President of the USA, has only one daughter.

## YEAR 3 HOMEWORK - Pack 10- GPS

Use the relative pronouns to create your own sentences.

**that, whom, whose, which, who**

Eg- The lady, who was wearing glasses, walked down the road.

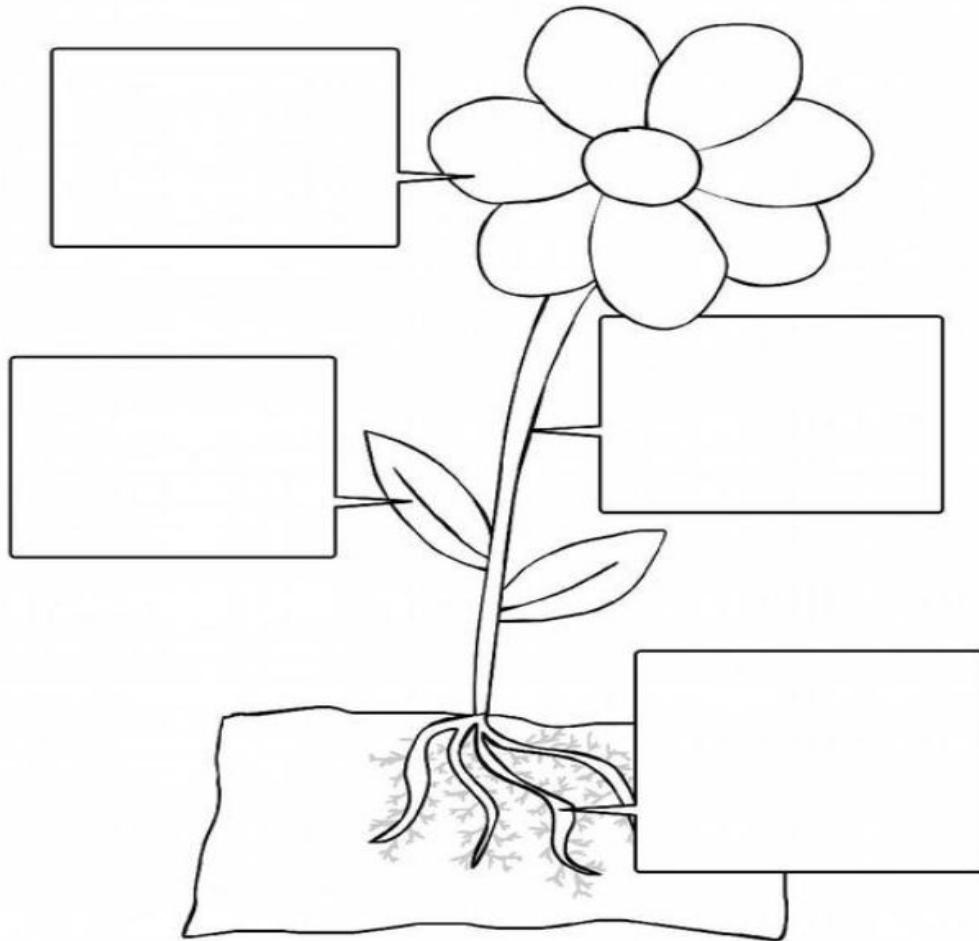
- 1) The dog,.....
- 2) The cat, .....
- 3) The little boy, .....
- 4) The Roman soldier, .....
- 5) The man, .....

Now create 5 more sentences of your own using the relative pronouns above.

## YEAR 3 HOMEWORK - Pack 10- Science

Label the parts of the plant and write a sentence about the function of each plant. Use the video below to help you.

<https://www.youtube.com/watch?v=p3St51F4kE8>



STEM

FLOWER


ROOTS

LEAF



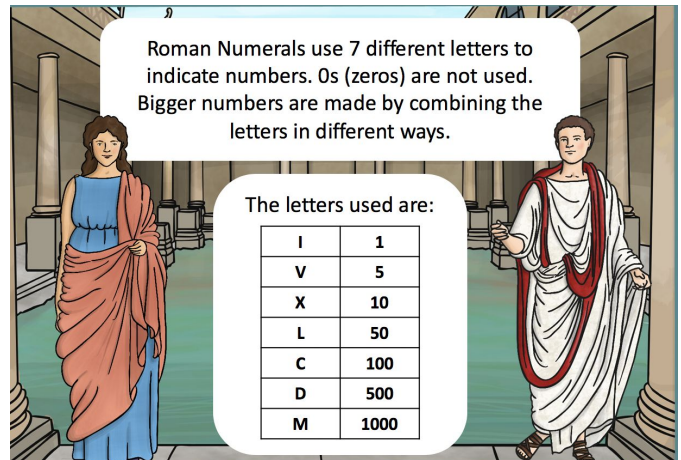
## YEAR 3 HOMEWORK - Pack 10- T/P

### Roman Numerals



Roman numerals have survived for thousands of years and are still used today.

Roman numerals can be found on clocks, watches, sun dials, film dates, book chapters and numbering, as bullet points and as the titles of Kings, Queens or Popes.



Roman Numerals use 7 different letters to indicate numbers. 0s (zeros) are not used. Bigger numbers are made by combining the letters in different ways.

The letters used are:

I	1
V	5
X	10
L	50
C	100
D	500
M	1000

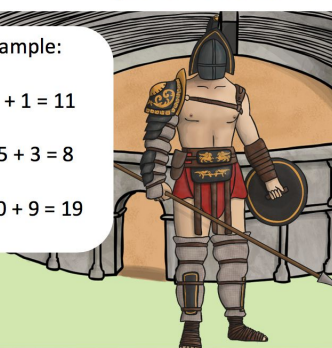
If the larger number symbol is followed by a smaller number symbol you must add the two together. You also add if the two symbols are the same.

For example:

**XI** =  $10 + 1 = 11$

**VIII** =  $5 + 3 = 8$

**XIX** =  $10 + 9 = 19$



What are these numbers?

<b>MC</b>	1100
<b>DC</b>	600
<b>LV</b>	55

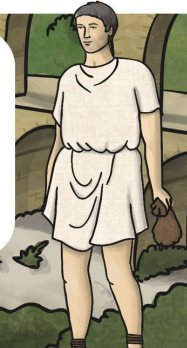
If a smaller number symbol is followed by a larger number symbol you must subtract the small number from the large one.

For example:

$9 = 10 - 1 = \text{IX}$

$40 = 50 - 10 = \text{XL}$

**CD** ( $500 - 100 = 400$ )



What are these numbers?

<b>IV</b>	4
<b>XC</b>	90
<b>XL</b>	40

Task- Create a clock or a watch using Roman numerals.

## YEAR 3 HOMEWORK - Pack 10- writing



### Question time!

If you lived here how would life be different?

It is thought that one day it may be possible to live in on another planet. What do you think about this?

Is it a good idea? Why do you think humans are looking for ways to live in space or on another planet?

How does gravity work? How do we overcome gravity?

If living in space, how would you manage to do everyday things like brushing your teeth?

### Creative writing

#### Story starter!

Month: June Year: 3015

Dear diary,

It has now been 2 years since we moved here. Leaving Earth was tough, but we are beginning to feel more at home with every single week that passes.

When we came to our new home, we were allowed to bring everything with us from our Earth homes. It still feels a bit strange though. Life without gravity really takes some getting used to!

Can you continue the diary?

What is gravity? Can you include descriptions of what it is like to live without it?

Where is it that you now live? How is it different from your previous life? How do you spend your time? Do you prefer living in your new home?

#### Sentence challenge!

Circle the article(s) in each sentence below.

The furniture is glued down to the floor.

It's often difficult to move around a house with no gravity.

I always wonder if I will ever see an alien.

Can you identify the articles you have used in your writing today?



---

## YEAR 3 HOMEWORK - Pack 10- Reading

---

### **What did Romans do in their spare time?**

Most people in Roman times did not have much spare time, they were too busy working. They liked board games. We know this because archaeologists have found counters and dice in the ground.

The Romans enjoyed watching fights between gladiators, and fights between people and animals. These bloodthirsty shows were put on in front of crowds in large arenas called amphitheatres. Gladiators fought one another, usually in pairs. They also fought wild animals such as lions or bears. When a gladiator was beaten (but still alive), the audience would wave scarves or put their thumbs out if they wanted him killed. If he'd fought well, and they wanted him to live, they would close their thumbs onto their fingers. Different types of gladiators used different weapons. For example, a man with a sword and shield might fight a man with a three-pronged spear or trident, and a big net.

Romans enjoyed the theatre. Most plays were funny comedies, though there were serious tragedies as well. Actors often wore masks to show whether their character was happy or sad! They also wore wigs - an old man had a white wig, a slave had a red wig. Roman emperors put on free shows at theatres and amphitheatres as it was a good way to make themselves popular.

In Rome there was a huge stadium called the Circus Maximus, used for chariot races. Chariot races were held in Britain too, which were thrilling but very dangerous. Chariots were small two-wheeled carts, driven by one man and pulled by four galloping horses. They raced around an oval track. There were often smashes during the seven-lap races.

---

## YEAR 3 HOMEWORK - Pack 10- Reading

---

1. Why did many Romans have little spare time?
2. What is an amphitheatre?
3. How did actors show whether their characters were happy or sad?
4. What is a chariot?
5. Why do you think putting on free shows could help to make an emperor more popular?
6. Why do you think that gladiator fights no longer happen today?

## YEAR 3 HOMEWORK - Pack 10- Reading

### The Romans

From the size of their empire to their strange beliefs, read on to find out more about the mighty group of people known as the Romans.

#### Who Were the Romans?

Rome is the capital city of modern-day Italy. It was the city at the centre of the Roman Empire. The Roman Empire is the name used for the land that was controlled by the Romans. This includes parts of Europe, North Africa and the Middle East.

The Romans were a group of people who were named after the important city of Rome. However, many soldiers fighting in the Roman army did not come from Rome itself. Instead, they came from one of the many countries which were part of the Roman Empire.

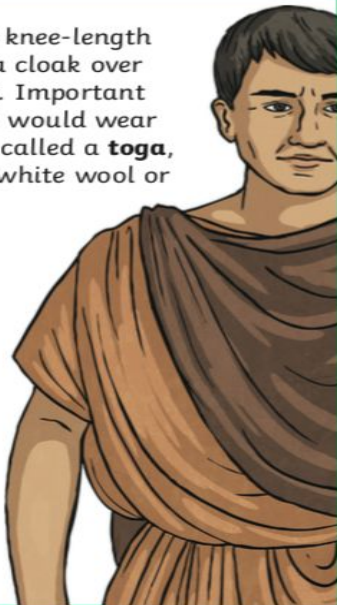


The Roman Empire in AD 117

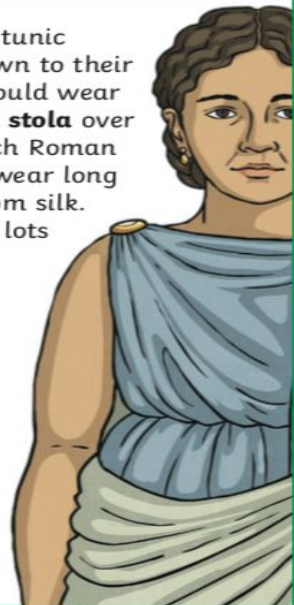
#### What Did the Romans Wear?

Roman clothing was different for men and women:

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.



## YEAR 3 HOMEWORK - Pack 10- Reading

### The Romans

The Romans also had different clothing for boys and girls:

Boys wore a knee-length tunic. They would also wear a special piece of jewellery around their neck called a **bulla**. This was thought to protect them from evil spirits. It would be given to them when they were a few days old and they would wear it until they were 16.



Girls wore an ankle-length tunic with a belt made from wool. They also wore a necklace called a **lunula**. It was thought to protect them against the evil eye and would be worn until the day before their marriage.



On their feet, most Romans would have worn sandals or boots made from leather.

### 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.

### What Did the Romans Enjoy?

The Romans did not have much free time. However, when they did, some Romans enjoyed hunting whilst others would watch chariot races. Many enjoyed watching gladiators fighting and wealthy Romans would throw expensive dinner parties to entertain their friends.

## YEAR 3 HOMEWORK - Pack 10- Reading

### Questions

1. Which of these did a Roman woman wear? **Tick all that apply.**

- ☐ a knee-length tunic
- ☐ an ankle-length tunic
- ☐ a cloak over their tunic
- ☐ a dress over their tunic

2. Number these Roman items to show the order they appear in the text. The first one has been done for you.

- ☐ toga
- ☒ 1 tunic
- ☐ bulla
- ☐ lunula
- ☐ stola

3. Which of these was the Roman word for breakfast? **Tick one.**

- ☐ ientaculum
- ☐ prandium
- ☐ cena
- ☐ lunula

4. Join the boxes to show during which meal these foods would have been eaten.

prandium	•
ientaculum	•
cena	•

•	pancakes
•	porridge
•	cold meat

5. Find and copy **two** things that poorer Romans would have eaten for their evening meal.

---

---



## YEAR 3 HOMEWORK - Pack 10- Reading

6. Find and copy the material that Roman sandals would have been made from.

---

7. Give one reason why you would have liked to have been a Roman and one reason why you would not have liked to have been a Roman.

---

---

---

8. **The Romans did not have much free time.**

Why do you think that this was the case?

---

---

---



## YEAR 3 END OF YEAR EXPECTATIONS

This page provides information for parents and carers about the end of year expectations for Year Three children in our school. These expectations have been identified as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

### **Reading**

- Comment on the way characters relate to one another
- Know which words are essential in a sentence to retain meaning
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Recognise how commas are used to give more meaning
- Recognise: plurals, pronouns and how they are used, collective nouns and adverbs
- Can explain the difference that adjectives and verbs make to a sentence
- Use dictionaries to check meanings
- Prepare poems and plays to perform

### **Speaking and Listening**

- Develop ideas and feelings through sustained talk
- Show good awareness of the listener
- Use a different style, tone and volume when speaking to a larger audience
- Listen carefully and make relevant comments in response to what has been said
- Suggest different ideas related to a specific problem
- Summarise the main issues associated with a talk

## YEAR 3 END OF YEAR EXPECTATIONS

### Writing

- Use conjunctions (when, so, before, after, while, because)
- Use time connectives (e.g. then, next, soon)
- Use prepositions (e.g. before, after, during, in, because of)
- Experiment with adjectives to create impact
- Correctly use verbs in 1st, 2nd and 3rd person
- Use the present perfect form of verbs, e.g. He has gone out to play.
- Correctly use a range of punctuation including inverted commas for direct speech
- Group ideas into paragraphs around a theme
- Write under headings and sub-headings
- Neat, legible, joined handwriting with letters of consistent size
- Spelling
- Use prefixes and suffixes correctly
- Use a dictionary to check spelling

## YEAR 3 END OF YEAR EXPECTATIONS

### **Maths**

- Compare and order numbers up to 1000
- Read and write all numbers to 1000 in digits and words
- Find 10 or 100 more/less than a given number
- Count from 0 in multiples of 2, 3, 5, 4, 8, 10, 50 & 100
- Recall and use multiplication and division facts for 2, 3, 4, 5, 8 and 10 tables
- Recognise place value of any 3-digit number
- Add and subtract: 3-digit and single digit numbers ( $345+8$ ) 3-digit numbers and multiples of 10 ( $682+50$ ) 3-digit numbers and multiples of 100 ( $725+300$ )
- Add and subtract numbers with up to 3-digits using efficient written method (column)
- Use inverse to check
- Multiply 2-digit by 1-digit ( $37\times 4$ )
- Count up/down in tenths
- Compare and order fractions with same denominator
- $+/ -$  fractions with same denominator
- Know pairs of fractions that total 1
- Tell time using 12 and 24 hour clocks; and using Roman numerals
- Know number of days in each month and year
- Draw 2-D/Make 3-D shapes
  - Identify and use right angles, and horizontal, vertical, perpendicular and parallel lines
- Measure perimeter of a 2-D shape
- Interpret and present data using bar charts, pictograms and tables