

YEAR 3 HOMEWORK Pack 13

These are your additional weekly learning tasks that should be completed at least 3 times a week:

L.O.L:

- ☐ ☐ ☐ Practise your common exception words - reading and spelling them
- ☐ ☐ ☐ Spelling - practice your spellings and complete a mini test. Don't forget about Spelling Shed!
- ☐ ☐ ☐ Reading - read your book at home to an adult/family member and discuss your reading.
- ☐ ☐ ☐ Times tables- keep practising these as you will need to know all to facts up to 12x12 by the end of Year 4. Don't forget about TTRockstars.

Maths:

- ☐ ☐ ☐ Practice your times tables orally, in written form or using TT Rockstars

Spelling Shed



YEAR 3 HOMEWORK



OAK
NATIONAL
ACADEMY

Online Classroom

As part of our home learning offer, we are encouraging all of our children to engage in the National Oak Academy home learning website.

<https://classroom.thenational.academy/>

This website has daily video lessons, with additional quizzes and worksheets to apply the learning.

We expect children at home to complete a daily maths, english and a foundation lesson alongside their weekly tasks (from the first page).

If you are unable to access this website, the learning has been included in this home learning pack and can be completed without the lessons.

These lessons are based on the work from week 10 (29th June), we will be working a week behind so these packs are ready for you on time. You will find all lessons by selecting Schedule, Year 3, Week 10 and the correct day. Or by following this link [https://classroom.thenational.academy/schedule-by-year/year-](https://classroom.thenational.academy/schedule-by-year/year-3)

YEAR 3 HOMEWORK



L.O.L - Monday's lesson

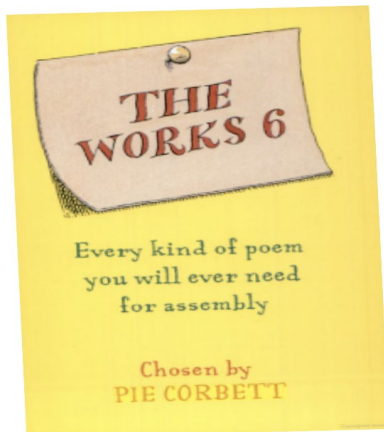
Additional video available on:
<https://classroom.thenational.academy/>

Poem:

Reading Comprehension

LO: to answer a range of comprehension questions.

Wings



If I had wings
I would touch the fingertips of clouds
and glide on the wind's breath.

If I had wings
I would taste a chunk of the sun
as hot as peppered curry.

If I had wings
I would listen to the clouds of sheep bleat
that graze on the blue.

If I had wings
I would breathe deep and sniff
the scent of raindrops.

If I had wings
I would gaze at the people
who cling to the earth's crust.

If I had wings
I would dream of swimming the deserts
and walking the seas.

Read the poem.
underline any key
vocabulary then
answer the
questions on the
following page

YEAR 3 HOMEWORK



L.O.L - Monday's lesson

Additional video available on:
<https://classroom.thenational.academy/>

1) Which word has the closest meaning to glide? Choose one. (1 mark)

- a) creep
- b) sail
- c) hurtle

2) What did the poet dream of? Use the WAGOLL on the previous slide. Choose one. (1 mark)

Tick one	
...swimming the deserts and walking the seas.	
...people who cling to the earth's crust.	
...the scent of raindrops.	

3) Choose the most suitable summary for the poem from the options below. (1 mark)

- a) The poet would love to dream and gaze.
- b) The poet would love to taste and listen.
- c) The poet would love to fly.

4) How does the start of the poem compare to the end of the poem? Use evidence to support your answer. (2 marks)

YEAR 3 HOMEWORK

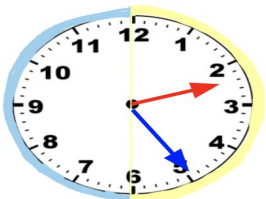


Maths - Monday's lesson

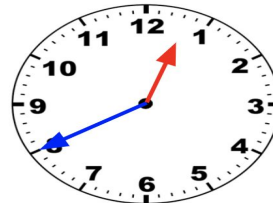
Additional video available on:
<https://classroom.thenational.academy/>

Time:
To develop an understanding of clocks

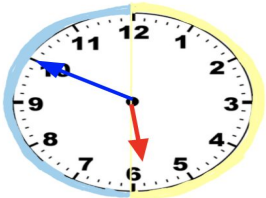
Complete the times by stating whether the **minute hand** is showing '**past**' or '**to**'. Some clocks need the hour identifying too.



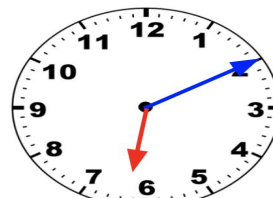
1) 25 minutes _____ 2.



2) 20 minutes _____ 1.



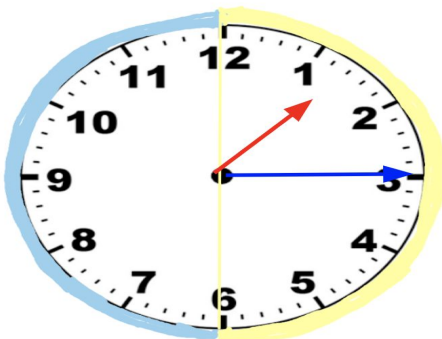
3) 10 minutes _____ .



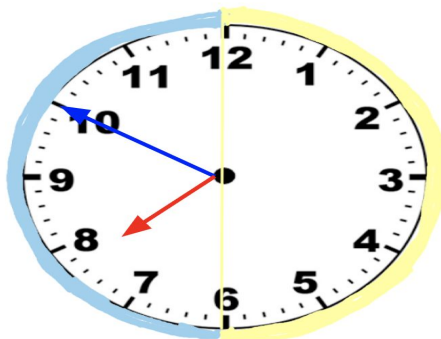
4) 10 minutes _____ .



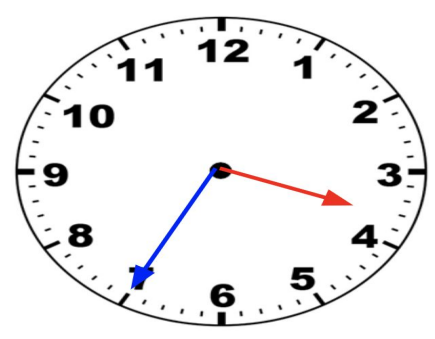
Complete the sentence stems to identify the '**hour**' being shown on the clock.



5) Quarter past _____



6) 10 minutes to _____



7) 25 minutes to _____



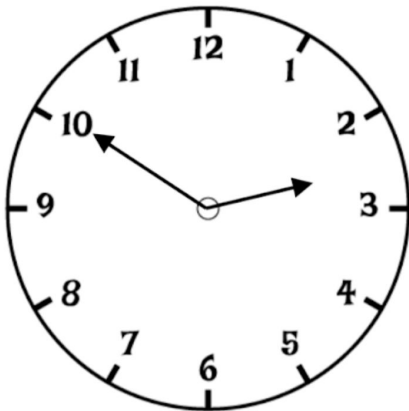
YEAR 3 HOMEWORK



Maths - Monday's lesson

Additional video available on:
<https://classroom.thenational.academy/>

Challenge



Alice

"The clocks shows 10 minutes to 3."

"The clock is not pointing quite at the 3, so it must be 10 minutes to 2."



Fred

**11) Who do you agree with?
Explain your thinking.**

YEAR 3 HOMEWORK



PSHE - Monday's lesson- George Floyd our catalyst for change.

Additional video available on:
<https://classroom.thenational.academy/>

What is a slogan? *

1 point

- ☐ An image that represents a brand
- ☐ A short or memorable phrase used in advertising
- ☐ The colours that represent a brand

What does 'discrimination' mean? *

- ☐ When someone undertakes criminal activity
- ☐ When someone is treated differently or unfairly because of their race

What does 'prejudice' mean? *

1 point

- ☐ To judge someone or have an idea about them after you actually know anything about them
- ☐ To judge someone or have an idea about them before you actually know anything about them

What does '#BLM' stand for?

- ☐ Black Lives Movement
- ☐ Black Lives Matter
- ☐ Black Lives Meaning

Write down two facts you remember about George Floyd. *

What is the purpose of a billboard? (tick one) *

1 point



- ☐ To advertise/persuade
- ☐ To engage with the public
- ☐ To create awareness
- ☐ To make an impact
- ☐ All of the above

Which is the first state in the US to rename a road after the #blacklivesmatter movement? *

1 point

- ☐ California - BLM Avenue
- ☐ Washington - BLM Plaza
- ☐ Florida - BLM Place
- ☐ Texas - BLM Grove

Your answer

YEAR 3 HOMEWORK



L.O.L -Tuesday's lesson

Additional video available on:
<https://classroom.thenational.academy/>

Fins

Poem:
Reading Comprehension -
LO: to answer a range of comprehension
questions.

If I had fins
I would plunge to the bottom of the deep, blue ocean
and explore the untouched, uncharted seabeds.

If I had fins
I would glide gracefully alongside the dolphins
whilst they squeak and whistle to their friends.

If I had fins
I would gaze at the tranquil sea
that sparkles brightly like a jewel.

If I had fins
I would listen to the foamy waves
that lap onto the sandy shore.

If I had fins
I would discover the vibrant coral reef
that is like a rainbow blanket covering the seabed.

If I had fins
I would taste the salty water
and ride the tickling spray from the whale's spout.

If I had fins
I would greet a myriad of marine life
with a smile as bright as the sun.

If I had fins
I would navigate and explore the Earth's
most beautiful bodies of water
and celebrate the importance of our oceans.





Read the
poem.
underline any
key
vocabulary
and answer
the questions
on the next
page.

YEAR 3 HOMEWORK




L.O.L -Tuesday's lesson

Additional video available on:
<https://classroom.thenational.academy/>

1. What would the poet glide gracefully alongside if he had fins? (1 mark) 
2. **Find** and **copy** a word from the third verse that means the same as **stare**. (1 mark) 
3. What evidence from the text suggests the poet cares about the oceans? (2 marks) 
4. Order the events 1-5. The first one has been done for you. (2 marks) 

I would glide gracefully alongside the dolphins.	
I would taste the salty water.	
I would greet a myriad of marine life.	
I would plunge to the bottom of the deep, blue ocean.	1
I would gaze at the tranquil sea.	

5. What is the next verse of the poem **most likely** to be?
Choose one. (1 mark) 

A) If I had fins
I would meet a fierce tiger
and run quickly through the jungle.

B) If I had fins
I would discover Saturn's rings
and zoom like a bullet through space.

C) If I had fins
I would paddle across many rivers
and stare at the boats in the distance.

B) If I had fins
I would drink lots of hot coffee
and dance around my classroom.

YEAR 3 HOMEWORK



Maths - Tuesday's lesson

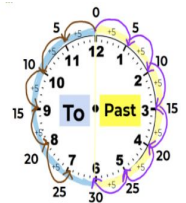
Additional video available on:
<https://classroom.thenational.academy/>

Time:

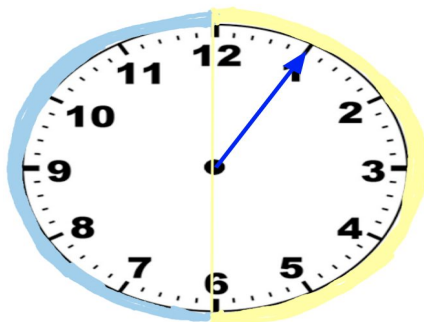
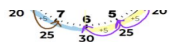
To tell the time to 5-minute intervals on
an analogue clock

Part A

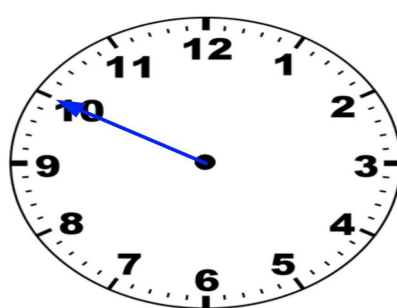
Complete the times below, focusing on the **minutes** and
whether it shows '**past**' or '**to**' the hour.



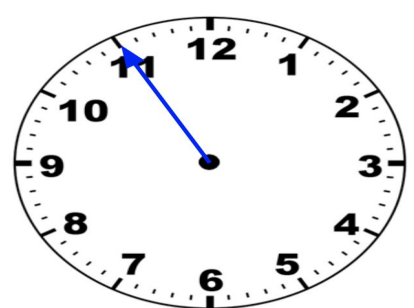
whether it shows '**past**' or '**to**' the hour.



1) _____ minutes _____
(past/to)



2) _____ minutes _____
(past/to)



3) _____ minutes _____
(past/to)



YEAR 3 HOMEWORK

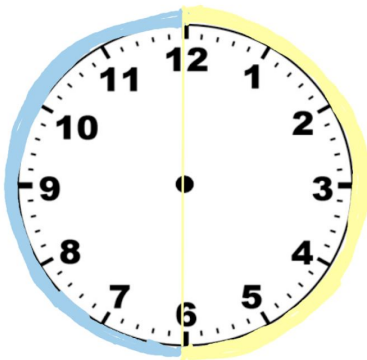


Maths - Tuesday's lesson

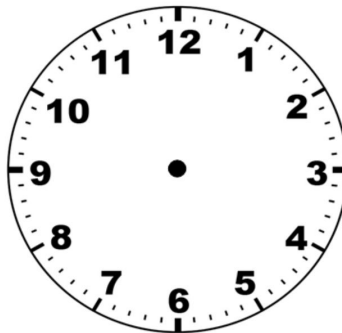
Additional video available on:
<https://classroom.thenational.academy/>

Part B

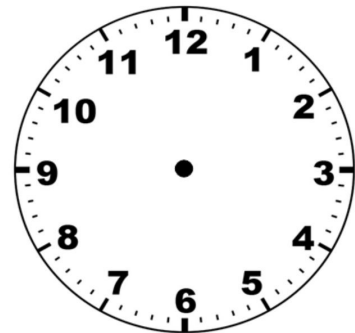
Either draw the clocks into your book/ paper and put the **minute hand** in the correct place or write which number the minute hand would point towards.



4) 10 minutes past



5) 10 minutes to



6) Half past

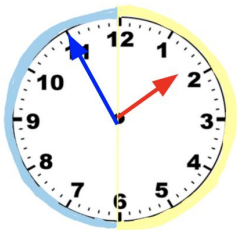


YEAR 3 HOMEWORK

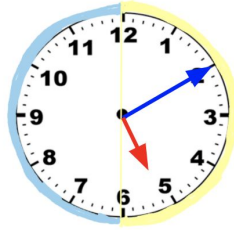


Maths - Tuesday's lesson

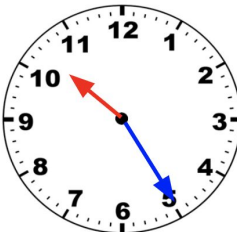
Additional video available on:
<https://classroom.thenational.academy/>



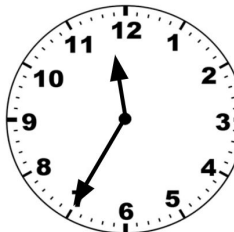
7) _____ minutes
_____.



8) _____ minutes
_____.



9) _____ minutes
_____.



10) _____ minutes
_____.



Challenge



Sophia starts her Maths questions at 10 minutes past 11.

Each question takes her 5 minutes to complete. She completes 7 questions.



11) What time does Sophia finish her Maths questions? Explain how you found the answer.

YEAR 3 HOMEWORK



Spanish - Tuesday's lesson- To name your family members

Additional video available on:

<https://www.thenational.academy/>

Mi padre

My dad

Mi madre

My mum

Mi hermano

My brother

Mi hermana

My sister

Mi abuelo

My grandfather

Mi abuela

My grandmother

Mi tío

My uncle

Mi tía

My aunt

Mi prima

My cousin (girl)

Mi primo

My cousin (boy)

My cousin (girl)

Mi primo

My cousin (boy)

You may also have some other members of your family that are not humans.

Un Perro- A dog

Un Gato- A cat

Un conejo- A rabbit

Un hamster- A hamster

Un Pez- A fish

Can you draw a picture of your family and label the different people in Spanish?

YEAR 3 HOMEWORK



L.O.L -Wednesday's lesson

Additional video available on:
<https://classroom.thenational.academy/>

Poem:

LO: to identify the features of a poem.

Fins

If I had fins
I would plunge to the bottom of the deep, blue ocean
and explore the untouched, uncharted seabeds.

If I had fins
I would glide gracefully alongside the dolphins
whilst they squeak and whistle to their friends.

If I had fins
I would gaze at the tranquil sea
that sparkles brightly like a jewel.

If I had fins
I would listen to the foamy waves
that lap onto the sandy shore.

If I had fins
I would discover the vibrant coral reef
that is like a rainbow blanket covering the seabed.

If I had fins
I would taste the salty water
and ride the tickling spray from the whale's spout.

If I had fins
I would greet a myriad of marine life
with a smile as bright as the sun.

If I had fins
I would navigate and explore the Earth's most beautiful bodies of water
and celebrate the importance of our oceans.

1. The sections of a poem are called what?

YEAR 3 HOMEWORK



L.O.L -Wednesday's lesson

Additional video available on:
<https://classroom.thenational.academy/>

If I had fins
I would discover the vibrant coral reef
that is like a rainbow blanket covering the seabed.

2. Find and copy the simile from the verse above. (1 mark)

If I had fins
I would discover the vibrant coral reef
that is like a rainbow blanket covering the seabed.

If I had fins
I would taste the salty water
and ride the tickling spray from the whale's spout.

3) The word 'discover' is an example of which feature?

If I had fins
I would glide gracefully alongside the dolphins
whilst they squeak and whistle to their friends.

4. 'glide gracefully' includes which feature from the options below?

- A) Onomatopoeia
- B) Personification
- C) Alliteration
- D) Expanded noun phrase

YEAR 3 HOMEWORK

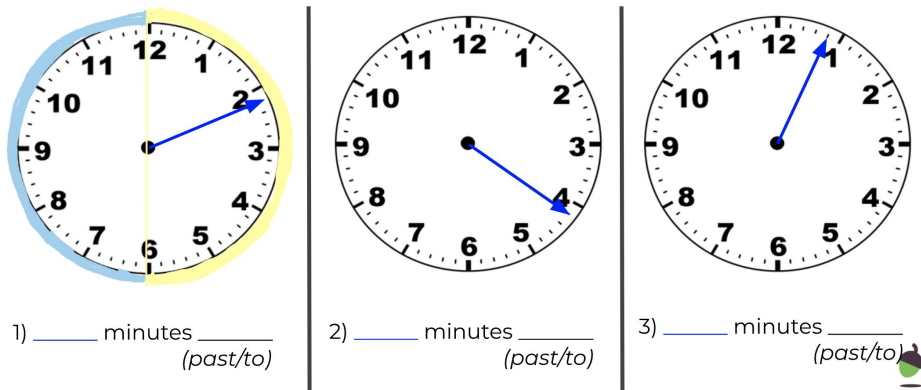


Maths - Wednesday's lesson

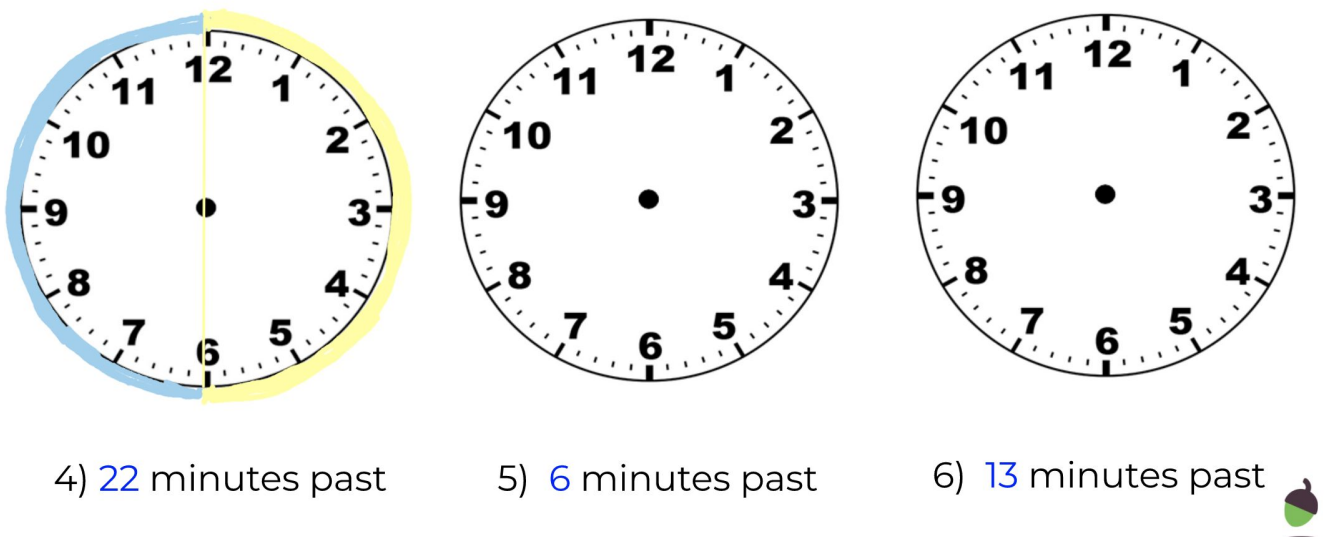
Additional video available on:
<https://classroom.thenational.academy/>

Time:

To tell the time to 1-minute intervals on
an analogue clock (past only)



If you can, draw the clocks into your book/ paper and put the **minute hand** in the correct place.

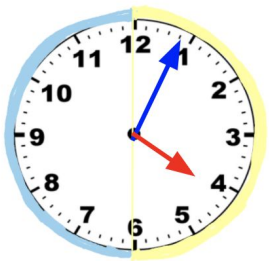


YEAR 3 HOMEWORK

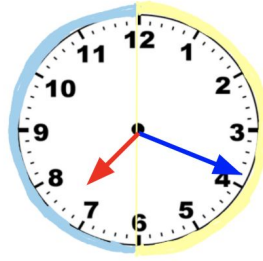


Maths - Wednesday's lesson

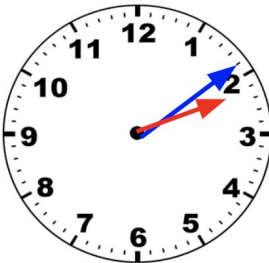
Additional video available on:
<https://classroom.thenational.academy/>



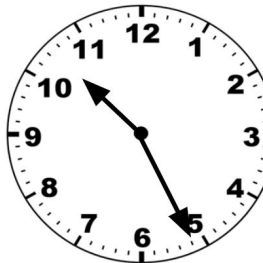
7) _____ minutes
_____.



8) _____ minutes
_____.



9) _____ minutes
_____.

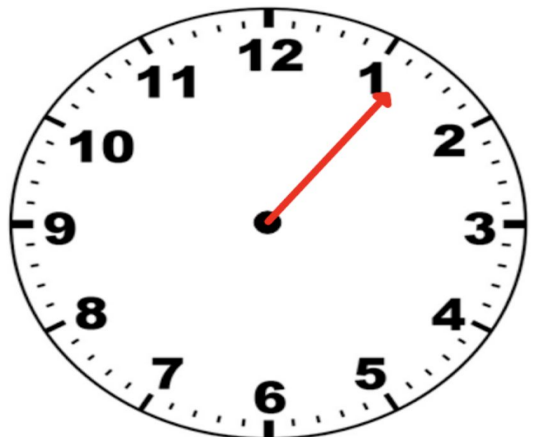


10) _____ minutes
_____.

Challenge

This clock is missing its minute hand.

What time could it be?



The time could be _____ minutes _____.

I think this because....

YEAR 3 HOMEWORK



Science - Wednesday's lesson

Additional video available on:
<https://classroom.thenational.academy/>

STAR WORDS

amplitude	decibels	dB
force	loud	quiet

Aeroplane engine 	Child shouting 
Microwave cooking 	My friend whispering 
My teacher laughing 	Car horn 

Amplitude of sound

Can you find out what each of these words mean?

Can you put these sounds in order from the quietest sounds to loudest sound?

Amplitude

QUIET = LOW AMPLITUDE

LOUD = HIGH AMPLITUDE

Decibels (dB)

Are the measurement of sound

YEAR 3 HOMEWORK



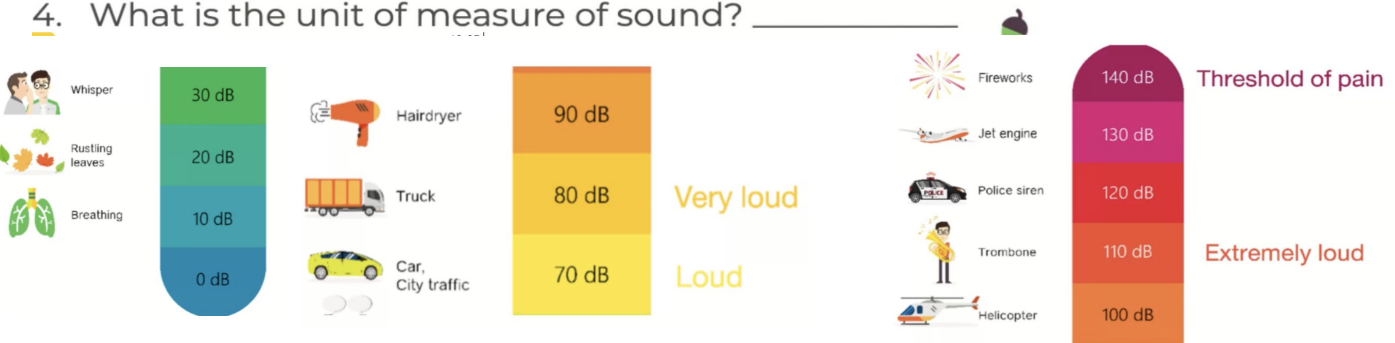
Science - Wednesday's lesson

Additional video available on:
<https://classroom.thenational.academy/>

Amplitude of sound

Complete these sentences:

1. The louder the sound the higher/lower the amplitude.
2. To make a loud sound, you need to use more/less force.
3. A whisper has a sound with a _____ amplitude.
4. What is the unit of measure of sound? _____



Can you go on a sound walk and write down all the sounds that you hear.
When you get home can you order them from loudest to quietest?

YEAR 3 HOMEWORK



L.O.L -Thursday's lesson

Additional video available on:
<https://classroom.thenational.academy/>

Poem:

SPaG Focus - adding description
LO: to add description.

What is an adjective?

An adjective is a word that describes a noun (the name of a thing or a place).

The word 'delicious' is an adjective. It tells us what the cake (the noun) was like.

Adjectives can come before or after a noun.

*The cake she ate was **delicious**.*

*She ate a **delicious** cake.*

What is an expanded noun phrase?

Expanded noun phrases describe the noun (object).

Noun: butterfly

Noun phrase: the butterfly

Expanded noun phrase: the beautiful butterfly

Expanded noun phrase: the beautiful, blue butterfly

YEAR 3 HOMEWORK



L.O.L -Thursday's lesson

Additional video available on:
<https://classroom.thenational.academy/>

What is a simile?

*A simile describes something by comparing it to something else, using **like** or **as***

*The sea sparkled **like** a million diamonds.
My sister stomps around **like** an elephant.*

*Her hands were **as** cold **as** ice.*

*He crept into the room **as** quiet **as** a mouse.*

YEAR 3 HOMEWORK



L.O.L -Thursday's lesson

Additional video available on:
<https://classroom.thenational.academy/>

1. Identify the adjectives in each of the sentences below.

(There may be more than one in each sentence!)

- a) The menacing earthquake shook the ground.
- b) George made a marvellous potion for his wicked Grandma to drink!
- c) Running past the busy park, the golden sun was shining brightly.

2) What adjective could you use to replace 'tall' to improve the sentence?
The **tall** trees swayed in the breeze.

3) What adjective could you use to replace 'amazed' to improve the sentence?
The crowd were **amazed** at the magician's trick!

4) Complete the similes by choosing the most suitable noun from the list provided.

- a) My _____ was beating fast and hard like a drum.
- b) His _____ was shaking like a leaf.
- c) Her _____ was as soft as a feather.
- d) Creaking like a floorboard, the _____ opened.

body	door
pillow	heart

YEAR 3 HOMEWORK



L.O.L -Thursday's lesson

Additional video available on:
<https://classroom.thenational.academy/>

5. Have a go at creating appropriate similes, using 'like' or 'as'

Simile	
The fish are colourful	The fish are as colourful as a rainbow. The fish are colourful like the rainbow.
The stars sparkled in the sky	
The rain pounded on the roof	
The sun is bright	



YEAR 3 HOMEWORK



Maths - Thursday's lesson

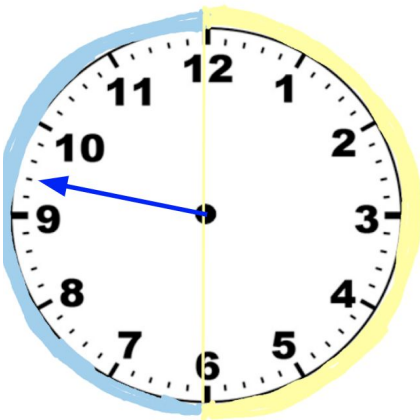
Additional video available on:
<https://classroom.thenational.academy/>

Time:

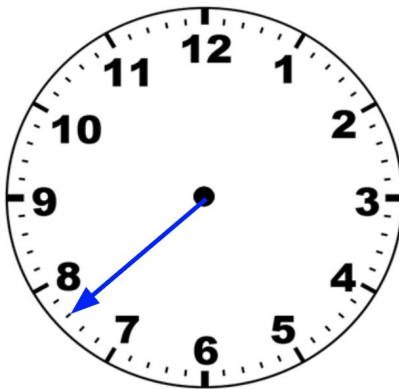
To tell the time to 1-minute intervals on
an analogue clock (to only)

Part A

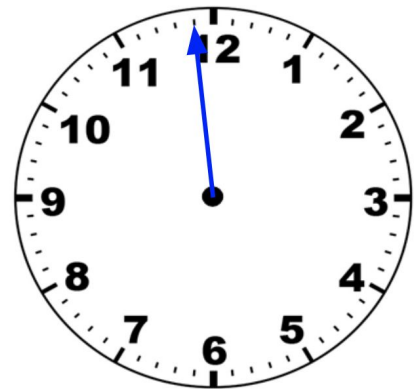
Complete the times below, focusing on the **minutes** and
whether it shows '**past**' or '**to**' the hour.



1) _____ minutes _____
(past/to)



2) _____ minutes _____
(past/to)



3) _____ minute _____
(past/to)



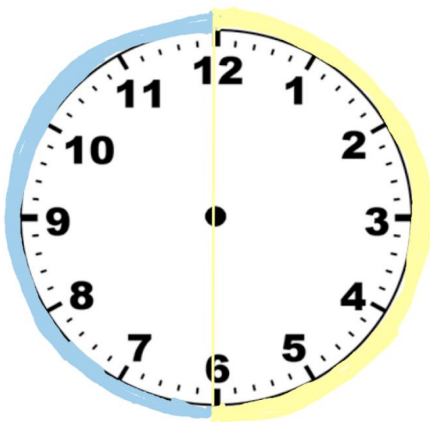
YEAR 3 HOMEWORK



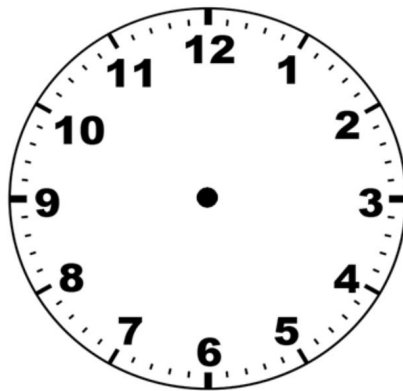
Maths - Thursday's lesson

Additional video available on:
<https://classroom.thenational.academy/>

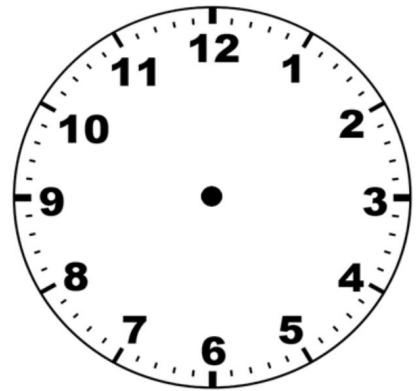
If you can, draw the clocks into your book/ paper and put the **minute hand** in the correct place.



4) 14 minutes to



5) 27 minutes to



6) 19 minutes to

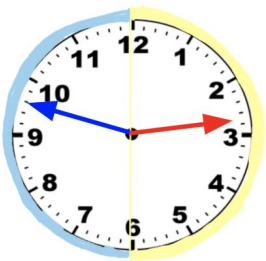


YEAR 3 HOMEWORK

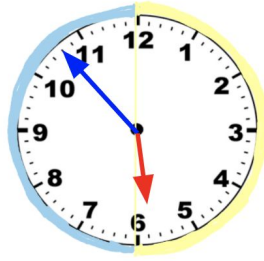


Maths - Thursday's lesson

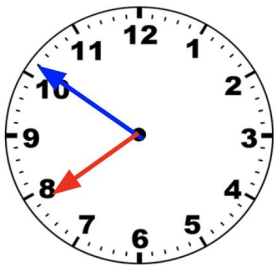
Additional video available on:
<https://classroom.thenational.academy/>



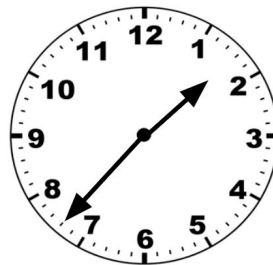
7) _____ minutes
_____.



8) _____ minutes
_____.



9) _____ minutes
_____.

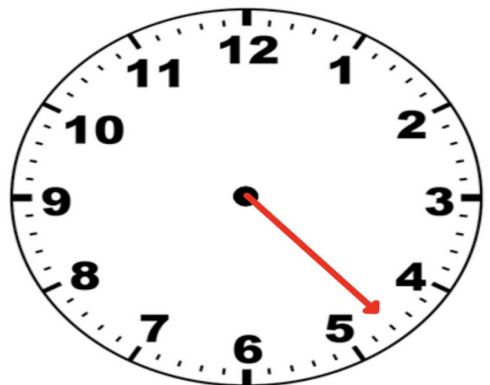


10) _____ minutes
_____.

Challenge

**This clock is missing its
minute hand.**

What time could it be?



The time could be _____ minutes _____ 5.
I think this because....

YEAR 3 HOMEWORK



Time and place - Thursday's lesson

Additional video available on:
<https://classroom.thenational.academy/>

Why does the UK have wild weather?

Star Words

continental
air mass
weather
source
maritime
polar
Arctic
tropical



Can you find out what each star words means?

Match up the words to the green labels.

Atlantic Ocean
Europe
Africa



The UK's weather is affected by its location. What do you notice about where the UK is?

YEAR 3 HOMEWORK



Time and place - Thursday's lesson- to learn about different Air Mass and how they affect the UK

Additional video available on:
<https://classroom.thenational.academy/>

Why does the UK have wild weather?

5

- Polar Maritime
- Arctic Maritime
- Polar Continental
- Tropical Continental
- Tropical Maritime

maritime
(water)



continental
(land)



Fill in the missing gaps in the table.

Source Area	Characteristics
	dry
	wet
tropics	
arctic	

Which is your favourite air mass? Explain which air mass is your favourite.

My favourite air mass is the...which comes from... This is because it brings my favourite type of weather which is...

YEAR 3 HOMEWORK



L.O.L -Friday's lesson

Additional video available on:
<https://classroom.thenational.academy/>

Writing:

Poem

LO: to write a poem.

Things to think about when writing your poem...

Destination

Where will your imagination take you?



If I had fins...



If I were an explorer...

Look back at the poems we have read this week for inspiration.



If I were an astronaut...



If I had wings...



If I were a farmer...



YEAR 3 HOMEWORK



L.O.L -Friday's lesson

Additional video available on:
<https://classroom.thenational.academy/>

Your turn - planning

What can you see?

What can you taste?

What can you hear?

What can you smell?

What can you touch/feel?

Vocabulary you could use...

explore	breathtaking	ferocious
discover	stunning	savage
greet	magical	wild
gaze at	shimmering	razor-like
witness	myriad	fluffy
uncover	glistening	velvety
listen to	astonishing	timid
navigate	astounding	enchanting

Key features of a poem

- Structure of a poem
- Adjectives/expanded noun phrases
- Similes
- Adverbs
- Powerful verbs
- Alliteration
- Five senses (see, hear, touch, taste, smell)

[illegible]

YEAR 3 HOMEWORK



Maths - Friday's lesson

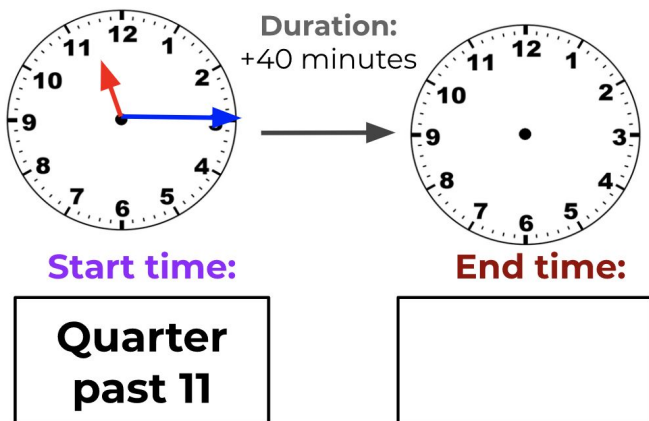
Additional video available on:
<https://classroom.thenational.academy/>

Time:

To use a duration to find a start and end time

Use a timeline to help you calculate the start and end times.

1)



2) George and his mum arrive at grandma's house at 4 o'clock.

It took them 1 hour and 15 minutes to drive there.

What time did they set off?



YEAR 3 HOMEWORK



Maths - Friday's lesson

Additional video available on:
<https://classroom.thenational.academy/>

Part B

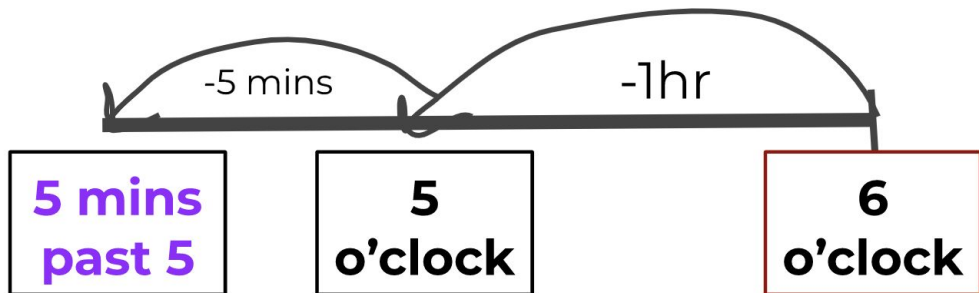


3) Which activity ends at the latest time?

- Gymnastics starts at **3 o'clock** and lasts 1 hour 25 minutes.
- Football starts at **quarter to 4** and lasts 45 minutes.

Challenge

Spot the mistake. Explain what is wrong.



Make a timeline of your day. What do you do and for how long? What is your longest activity? What is your shortest activity? What is the difference in time between these two activities?

YEAR 3 HOMEWORK



Art - Friday's lesson

Additional video available on:
<https://classroom.thenational.academy/>



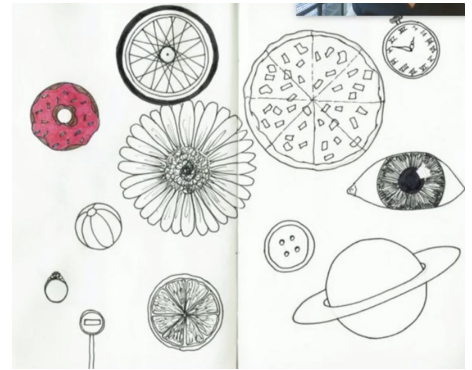
Equipment

You will need:

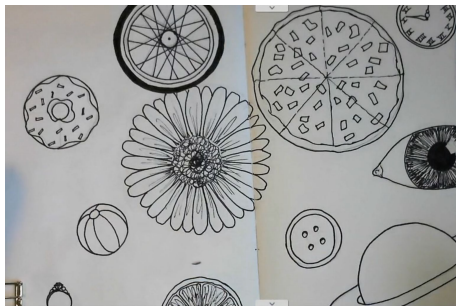
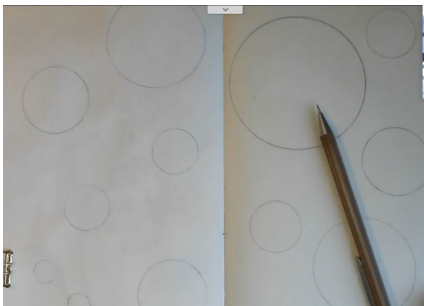
- Paper (plain or lined - whatever you have!)
- A pencil
- Circular Objects to draw around

Optional:

- Black felt marker or pen
- Coloured pencils



- 1- Draw 12 circles on your piece of paper- all different sizes
- 2- Think of 12 things that are a circle shape (wheel, a planet)
- 3- Turn each of your circles into a different object.
- 4- You can then use colour on each shape.
- 5- Now think of what went well and what you you change if you did it again?



YEAR 3 HOMEWORK



Weekly spellings:



1. build
2. describe
3. imagine
4. library
5. natural
6. ordinary
7. promise
8. recent
9. suppose
10. weight

Spelling Shed

Practise your weekly spellings on Spelling Shed. Can you get 100% on expert?



- EXT: 11. scheme
12. crescent
13. eighteen
14. bawl
15. disable

Rainbow Write

First write each word in pencil. Then trace over each word three times. **Each time you trace, you must use a DIFFERENT color crayon.** Trace neatly and you will see a rainbow!

Silly Sentences

Write silly sentences using a spelling word in each sentence. Please underline your spelling words! Write neatly!

Example: My dog wears a blue and purple dress when he takes a bath.

Hidden Words

Draw and color a picture. Hide your spelling words inside your picture.

Show your picture to someone and see if they can find your hidden words!

Backwards Words

Write your spelling words forwards and then backwards. Write neatly!

Example: where erehw

YEAR 3 HOMEWORK



Year 3 common exception words:



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	

YEAR 3 HOMEWORK



Additional learning:



A day in the life of Antonius



My name is Antonius, son of Aquilus the Senator. We live in a large Villa. Every day, I wake up and get ready for school and I put on a toga and a pair of leather boots. I eat breakfast with my family which means that I have to wait for my mother and sisters to get ready and they take far too long to get dressed. That makes me even hungrier! My mother, Claudia and my sisters, Amica and Aurelia,

like to make their skin white with chalk and highlight their eyebrows with crushed ants eggs, which I think is disgusting!

Before breakfast, we pray to the Gods. There are quite a few to worship and Mum never forget to pray to Venus, the Goddess of beauty! Our breakfast is usually made by our slaves, and they make me my favourite – fresh fruit, olives and fish – yummy! My friends usually stop at the bakery for pancakes on the way to school, but my family like to lie on our sofas in a circle when we eat. Most children here are poor so they can't afford to pay the teachers. Instead of going to school, they have to work in the fields pulling up weeds and ploughing. Because my family are rich I can go to school every day *and* I have my own slave to walk me there and back! It's nice being rich – I heard that poor families in the towns have to share a toilet too – gross!

At school, we learn maths and read poetry from scrolls. I am learning to write at the moment and I practise on a tablet. A tablet is covered in bees wax and I write words into it with a small metal stylus.



After school I go home I love to play board games before dinner, sometimes with Casius the slave boy when he isn't working. Every night our family eat a feast, with lots of meat, herbs and vegetables. My favourite part of the dinner is the gravy called *liquamen* which is made with rotten fish!



YEAR 3 HOMEWORK



Additional learning:



What does Antonius wear?

What are the names of his sisters?

Write two things that happen before Antonius eats his breakfast

What do poor Roman children have to do instead of going to school?

What does Antonius do at school?

YEAR 3 HOMEWORK



Additional learning:



✓



Research about Roman gladiators -

- Where did they compete?
- Who were the gladiators?
- What happened to defeated gladiators?
- Did the gladiators want to compete?
- Did gladiators have much choice?

YEAR 3 HOMEWORK



Additional learning:



Investigating Light

Try to describe what you can see in the centre column. It may be nothing at all or just a vague shape, colour or outline. If you can see something, but you are not sure what it is, you could lift the box a little to check on what it is before you write your observation, e.g. "a shiny edge on the pen which is right beneath my peep hole" or "the white label on the pot" or "a bit of table but no objects". Check on its position in the box and where it is in relation to your peep hole.

When I ...	I can see ...	I think this might be because ...
Make a few holes in the top of the box and look down into each one as I go (8-10 spaced out)		
Make a few holes in one side of the box and look through each one as I go (8-10 spaced out)		
Shine the torch into a hole from the top and look down one of the other holes – try different holes for the torch and different holes to peep through. Peep through holes near the torch and holes that are far away.		
Shine the torch into a hole from the side and look in from one of the other holes on the side– try different holes for the torch and different holes to peep through		
Shine the torch from the side and look in from the top		
Shine the torch from the top and look in from side?		

YEAR 3 HOMEWORK



Additional learning:



My Overall Findings

Investigation	I could see ...
When I looked in from the top <i>What difference did the torch make?</i>	
When I looked in from the side <i>What difference did the torch make?</i>	

What my findings have shown me about light

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 (37×4)
- 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