

YEAR 3 HOMEWORK Pack 14

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 11 (6th July), 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 11 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/>

Read the text then answer the questions.

Reading Comprehension
LO: to infer and predict.

It was a calm summer's night. The washing hung still, but the Dreamgiver moved as fast as lightning as he headed for his first visit of the night. Small, yet nimble, the Dreamgiver flew swiftly onto the wooden ledge of the window. He had arrived at 2655 Kenzington Avenue. Resting on his long, pointy nose were a pair of old-fashioned, chestnut-brown, leather flying goggles. His skinny body was covered by just a pair of olive green shorts, which hung down loosely from his narrow waist. Carefully, he pushed the heavy, oak window frame open, so it didn't make a sound. The Dreamgiver scanned the room below using his night goggles to view the children who were sleeping as quietly as mice in their dormitory. Balanced delicately on the end of his staff, hung his precious possessions...the dream eggs. The Dreamgiver, who had unusually large feet, propelled himself into the room. His wings beat silently as he landed next to the bed of a sleeping child. Which dreams would he make come true tonight?

YEAR 3 HOMEWORK



L.O.L - Monday's lesson

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

Reading Comprehension
LO: to infer and predict.

Lifting the bag of seven glowing dream eggs, the Dreamgiver carefully placed them at the end of a bed. Slowly opening the bag, he picked up the first egg.

"Ahh, she wants to dream about being a graceful ballerina," smiled the Dreamgiver. With a sharp twist of his wrists, the egg cracked open to reveal the magic hidden inside. It oozed with golden, shimmering liquid. With an expert hand, the Dream Giver poured the liquid into the girl's pink ballet shoes resting on the bed. In an instant, they turned bright yellow. As if by magic, a ballerina appeared spinning and leaping from the bed into the mind of the sleeping girl. The Dreamgiver quickly journeyed around the dormitory cracking golden eggs one after another. The children began to experience enchanting dreams, each tailor-made to reveal their wildest desires. There were space adventures, baseball matches, jazz concerts and much more! Peaceful and calm, the happy, sleeping children had the most wonderful dreams. The Dreamgiver watched over the children and felt content with his night's work so far.

YEAR 3 HOMEWORK



L.O.L - Monday's lesson

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

Reading Comprehension
LO: to infer and predict.

1. Fact or opinion? The Dreamgiver was a successful provider of dreams. (1 mark)

Fact

☐

Opinion

☐

2. What can you infer about the Dream giver?
Choose one. (1 mark)

- a) He is a wicked, evil creature who torments children.
- b) He is a thoughtful individual who makes children's dreams a reality when they sleep.
- c) He is selfish and makes children dream about what he likes the most.

YEAR 3 HOMEWORK



L.O.L - Monday's lesson

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

Reading Comprehension
LO: to infer and predict.

Carefully, he pushed the heavy, oak window frame open, so it didn't make a sound. The Dreamgiver scanned the room below using his night goggles to view the children who were sleeping as quietly as mice in their dormitory. Balanced delicately on the end of his staff, hung his precious possessions...the dream eggs. The Dreamgiver, who had unusually large feet, propelled himself into the room. His wings beat silently as he landed next to the bed of a sleeping child.

3. Look at the text above. What evidence suggests the Dreamgiver made sure the children stayed asleep? (2 marks)

The Dreamgiver quickly journeyed around the dormitory cracking golden eggs one after another. The children began to experience enchanting dreams, each tailor-made to reveal their wildest desires. There were space adventures, baseball matches, jazz concerts and much more! Peaceful and calm, the happy, sleeping children had the most wonderful dreams. The Dreamgiver watched over the children and felt content with his night's work so far.

4. How do you think the children will feel when they wake up?

Use the text to support your answer.

(2 marks)

YEAR 3 HOMEWORK



Maths - Monday's lesson

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

Securing multiplication and division:
To link representations of multiplication
and division

Draw representations of the facts below.

1) $5 \times 2 = 10$

2) $1 \times 6 =$

3) $3 \times 3 =$ (Challenge - What other facts can you derive from them?)

Match the facts.

$$5 \times 7 = 35$$

$$2 \times 9 = 18$$

$$24 \div 6 = 4$$

$$18 \div 9 = 2$$

$$4 \times 6 = 24$$

$$35 \div 5 = 7$$

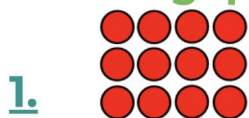
YEAR 3 HOMEWORK



Maths - Monday's lesson

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

fill in the gaps (use the arrays to help if you are stuck)

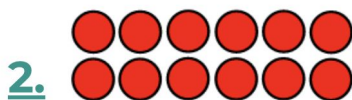


$$4 \times 3 = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

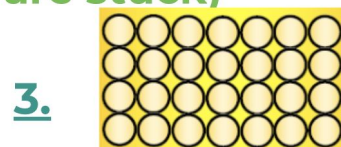


$$2 \times \underline{\quad} = 12$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$



$$4 \times 7 = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

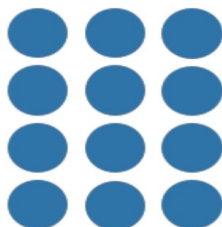
$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

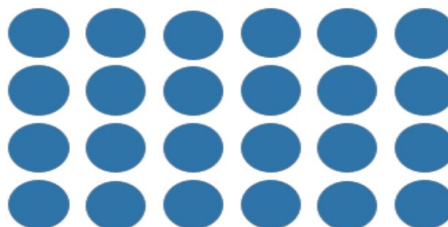
Part C

1) What is the same? What is different?

$$4 \times 3 = 12$$



$$4 \times 6 = 24$$



2) If you know that $11 \times 5 = 55$ what else do you know?

YEAR 3 HOMEWORK



Time and Place- Monday's lesson

Additional video available on:

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

What are the reasons for the seasons?

Star Words

hemisphere

rotation

galaxy

seasons

Milky Way

Sun

solar radiation

Earth

orbit



Can you find out what our star words mean?

Where is the UK?

The Sun



- star
- ball of gas
- one of billions of similar stars



The Hemispheres

Northern Hemisphere

Equator

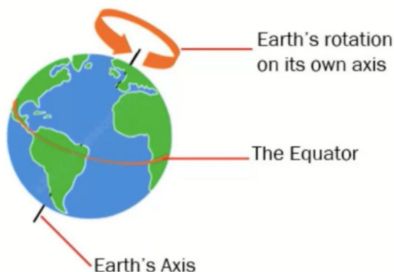
Southern Hemisphere



Fill in the missing words.

The Sun is a s_____ and it is a giant ball of g_____.

The seasons



The Earth has seasons because of the _____ of the Earth and the _____ from the _____.

Sun, tilt, heat

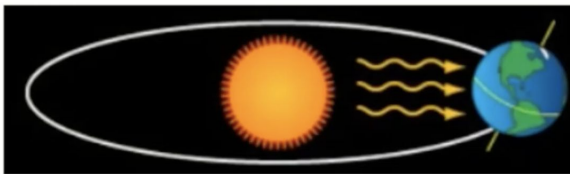
YEAR 3 HOMEWORK



Time and Place- Monday's lesson
Additional video available on:
<https://classroom.thenational.academy/>

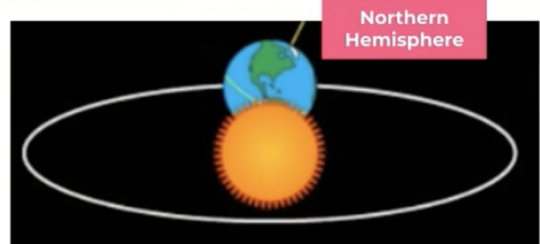
Why does the UK have seasons?

Winter



The Sun shines **indirectly** on the Northern Hemisphere.

Spring



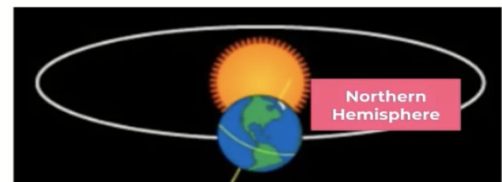
The Sun shines **equally** on both hemispheres.

Summer



The Sun shines **directly** on the Northern Hemisphere.

Autumn



The Sun shines **equally** on both hemispheres.

Task- Write one paragraph explaining why the UK has seasons. Use words such as Hemisphere, Earth' rotation, axis.

YEAR 3 HOMEWORK



L.O.L -Tuesday's lesson

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

**Reading Comprehension -
LO: to find word meanings.**

Re-read the text from
Monday's lesson.

"Ahh, she wants to dream about being a graceful ballerina," smiled the Dreamgiver. With a sharp twist of his wrists, the egg cracked open to reveal the magic hidden inside. It oozed with golden, shimmering liquid. With an expert hand, the Dream Giver poured the liquid into the girl's pink ballet shoes resting on the bed. In an instant, they turned bright yellow.

1. **Find** and **copy** a word from the text that is a synonym for 'skilled'. (1 mark)

2) What does the word '**instant**' mean in the text?

Tick the correct definition. (1 mark)

Definition	Tick 1
Something happened immediately.	
Something took a long time to happen.	
Something happened after a few seconds.	

3. Draw a line to match each word to its correct definition. (2 marks)

journeyed

to encounter an event

experience

made for a certain purpose

tailor-made

to travel somewhere

YEAR 3 HOMEWORK



L.O.L -Tuesday's lesson

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

Re-read the text from
Monday's lesson.

**Reading Comprehension -
LO: to find word meanings.**

As if by magic, a ballerina appeared spinning and leaping from the bed into the mind of the sleeping girl. The Dreamgiver quickly journeyed around the dormitory cracking golden eggs one after another. The children began to experience enchanting dreams, each tailor-made to reveal their wildest desires.

4) Which word could the writer have used to replace '**desires**'?
(1 mark)

snoring () sleep () nightmares () wishes ()

There were space adventures, baseball matches, jazz concerts and much more! Peaceful and calm, the happy, sleeping children had the most wonderful dreams. The Dreamgiver watched over the children and felt content with his night's work so far.

5) Using evidence from the text, how do you know that the children were relaxed? (1 mark)

YEAR 3 HOMEWORK



Maths - Tuesday's lesson

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

Securing multiplication and division:
To use known multiplication facts to
derive our 6 times table

Count in 6s 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	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144

- 1) $8 \times 6 =$
- 2) $10 \times 6 =$
- 3) $12 \times 6 =$
- 4) $5 \times 6 =$

- 5) Tim needs more space in his restaurant so he is opening a new room upstairs. He has plenty of tables but not enough chairs. He has 4 large tables big enough for 6 chairs each. How many chairs should he buy?

YEAR 3 HOMEWORK



Maths - Tuesday's lesson

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

Securing multiplication and division:
To use known multiplication facts to
derive our 6 times table

Always, sometimes or never?

When you multiply any whole number by 6, it will always be an even number.



Always, sometimes or never?

Multiples of 6 are also multiples of 3.



How can you prove it?

Eggs come in boxes of 6.

- Mr Black has twice as many eggs as Mrs White.
- Mrs Green has 6 boxes of eggs.
- Mrs White has 4 more boxes of eggs than Mr Brown.
- Mr Brown has 18 eggs.



How many eggs does each person have?

YEAR 3 HOMEWORK



Spanish - Tuesday's lesson- Physical appearance

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

Los ojos
The eyes



Tengo los ojos azules.
I have blue eyes.

Tengo los ojos marrones.
I have brown eyes.

Tengo los ojos verdes.
I have green eyes.

El pelo
The hair



Tengo el pelo marrón.
I have brown hair.

Tengo el pelo rubio.
I have blonde hair.

Tengo el pelo negro.
I have black hair.

Tengo el pelo pelirrojo.
I have ginger hair.

**Activity 2: Draw a picture of yourself
and describe your eyes and hair in
Spanish**

YEAR 3 HOMEWORK



Read the text below and
answer the questions

L.O.L -Wednesday's lesson

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

Story: The Dreamgiver

LO: To identify the features of a story.

Unexpectedly, one of the unopened dream eggs began to roll towards the edge of the bed, unintentionally kicked by one of the boys dreaming about space. Almost in slow motion, it plunged and smashed onto a book called 'Chantico - The Shadow Serpent'. A tornado of light exploded from the page as it swirled around the room sucking everything into its vortex! In a flash, the boy astronaut was transported back hundreds of years to a peaceful, lush forest. He awoke with a start, mesmerised by the butterflies as they fluttered above him. "Where am I?" whimpered the boy in bewilderment.

Instantly, the peace was interrupted by a fierce roar and he realised he was surrounded by curious, stone faces. Skeletons lay against the trees like resting ancient warriors. As he came into a clearing, he reached out and knocked on a decrepit statue. He was unaware that a creature was waking within. From the depths of the gloomy, darkened cave, came the glow of two enormous eyes! Terrified, the boy began to run through the forest, gripped by fear.

YEAR 3 HOMEWORK



L.O.L -Wednesday's lesson

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

Story: The Dreamgiver

LO: To identify the features of a story.

Key Features of a Text

Unexpectedly, one of the unopened dream eggs began to roll towards the edge of the bed, unintentionally kicked by one of the boys dreaming about space.

1. **Find** and **copy two** adverbs in the text above. (2 marks)

Key Features of a Text

Almost in slow motion, it plunged and smashed onto a book called 'Chantico - The Shadow Serpent'. A tornado of light exploded from the page as it swirled around the room sucking everything into its vortex!

2. In the text above, what punctuation has been used to **emphasise** an event? (1 mark)

YEAR 3 HOMEWORK



L.O.L -Wednesday's lesson

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

Story: The Dreamgiver

LO: To identify the features of a story.

Key Features of a Text

A tornado of light exploded from the page as it swirled around the room sucking everything into its vortex! In a flash, the boy astronaut was transported back hundreds of years to a peaceful, lush forest. He awoke with a start, mesmerised by the butterflies as they fluttered above him. "Where am I?" whimpered the boy in bewilderment.

3. What punctuation marks are used to indicate **speech** in the text above? (1 mark)

Skeletons lay against the trees like resting ancient warriors. As he came into a clearing, he reached out and knocked on a decrepit statue.

4. **Find** and **copy** the **fronted adverbial phrase** in the text above. (1 mark)

He was unaware that a creature was waking within. From the depths of the gloomy, darkened cave, came the glow of two enormous eyes! Terrified, the boy began to run through the forest, gripped by fear.

5. 'From the depths of the **gloomy, darkened cave..**' includes which feature? (1 mark)

YEAR 3 HOMEWORK



Maths - Wednesday's lesson

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

Count in 8s 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	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144

Securing multiplication and division:
Use known multiplication facts to derive
our 8 times tables

1) $8 \times 8 =$

2) $10 \times 8 =$

3) $12 \times 8 =$

4) $5 \times 8 =$

1) $8 \times \square = 16$

2) $\square \times 8 = 32$

3) $80 \div 8 = \square$

4) $24 \div \square = 8$

5) $72 \div \square = 8$

6) $11 \times 8 = \square$

- 5) Tim needs more space in his restaurant so he is opening a new room upstairs. He has plenty of tables but not enough chairs. He has 4 large tables big enough for 8 chairs each. How many chairs should he buy?

- 1) Mr Slade is looking for prizes to give to his pupils. In the art shop the paint and brush set is normally £16 but it is in the half price sale. He decides to buy three. How much does he spend?

- 2) Miss Begum decides to award 8 gold stars to five children for their homework and to 2 children for their amazing Maths work. How many does she award in total?

YEAR 3 HOMEWORK



Science - Wednesday's lesson

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

STAR WORDS



Science of acoustics

Can you find out
what our star words
mean?

Acoustics-

If you would like to make a loud sound you will need hard and flat surfaces. What hard and flat surfaces can you see around you?

This is concert hall, what do you think
The walls are made of? What will this
do to the sound?



YEAR 3 HOMEWORK



Science - Wednesday's lesson

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

Science of acoustics



What surfaces can you see in this picture? What are they made from? What do you think will happen to sound in this room?

Recording studio	Make the best quality sound possible
Concert hall	To block out sound from outside the room
Sports stadium	To make sound be heard from a long way away
Headphones and speakers	To make the sound as loud as possible

Designing a classroom

Criteria

- I don't want to hear anyone walking down the corridor outside
- The room can't be too loud if we are all talking or singing
- I need to be able to hear children talking even if they are on the back row.

Match the place or object to their purpose.

YEAR 3 HOMEWORK



L.O.L -Thursday's lesson

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

SPaG Focus

LO: to use a range of punctuation

Re-read both texts from this week. Now take a highlighter and highlight any piece of punctuation you find.

Full stop

Marks the end of a sentence or statement,
e.g. *I went to the shops today.*

Question mark

Used at the end of a direct question,
e.g. *What did you do today?*

Exclamation mark

To show emphasis and to indicate surprise, disbelief or any other strong emotion,
e.g. *Watch out!*

Commas in a list

Used to separate items in a list,
e.g. *I enjoy walking, reading and baking.*

Apostrophe for possession

To show something belongs to someone,
e.g. *Mr Mac's rainbow jacket.*

Apostrophe for contraction

To show where the missing letter or letters used to be,
e.g. *I haven't found your keys yet, but I'll keep looking.*

YEAR 3 HOMEWORK



L.O.L -Thursday's lesson

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

Inverted Commas

To show the words being spoken,
e.g. **"I couldn't believe my eyes!"** exclaimed
Emma.

1. Which punctuation is missing? Add the missing punctuation to the sentences below.

- a) What time is it
- b) I feel tired, yawned Molly.
- c) Lets go for a walk.
- d) The postmans van is red.
- e) It is sunny
- f) Wow, that is amazing

2. Add commas in the correct places in each of the following sentences.

- a) June July and August are the summer months.
- b) She has long curly ginger hair.
- c) I need a carton of milk a pack of biscuits and a dozen eggs.
- d) He could hear the birds tweeting the leaves rustling and the wind whistling.

YEAR 3 HOMEWORK



L.O.L -Thursday's lesson

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

3. Correct the passage below and add in the missing punctuation.

The tigers roar was so loud it could be heard all through the tropical overgrown jungle. Do you think its coming our way Timmy whispered

I dont think so she said uncertainly. Timmys heart was pounding in his chest as they crept carefully through the bushes. All of a sudden, they caught a glimpse of orange black and white fur.

Run shouted Timmy

YEAR 3 HOMEWORK



Maths - Thursday's lesson

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

Securing multiplication and division:
To multiply 2 digit numbers by 6 using partitioning

Multiply 2 digit numbers by 6 using partitioning $33 \times 6 =$

- 1) Partition 2 digit number into tens and ones
- 2) Multiply each by 6
- 3) Add to answers (use column addition)

x	6	
30	$6 \times 3 = 18 \text{ so...}$ $6 \times 30 = 180$	$\begin{array}{r} 180 \\ + 18 \\ \hline 198 \end{array}$
3	18	

Multiply 2 digit numbers by 6 using partitioning $48 \times 6 =$

- 1) Partition 2 digit number into tens and ones
- 2) Multiply each by 6
- 3) Add to answers (use column addition)

x	6	
40	$6 \times 4 = 24 \text{ so...}$ $6 \times 40 = 240$	$\begin{array}{r} 240 \\ + 48 \\ \hline 288 \end{array}$
8	48	

Part A - Use partitioning to solve these questions using the 6 times table

- 1) $45 \times 6 =$
- 2) $83 \times 6 =$
- 3) $\quad \times 6 = 300$
- 4) $6 \times \quad = 600$

Extension -

Jasmine is doing the calculation 32×6 .
She got the answer 1812.

Do you think she is correct? How do you know?

If not...where do you think Jasmine made a mistake?

YEAR 3 HOMEWORK



Maths - Thursday's lesson

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

1) Look at the image below, what is the same, what is different?

$$25 \times 6 =$$

H	T	O
●	●●●●●	

$$26 \times 6 =$$

H	T	O
●	●●●●●	●●●●●

$$27 \times 6 =$$

H	T	O
●	●●●●●	●●●●●

2)



Tim is ordering more eggs for the cafe. One box contains six eggs.

If he orders 16 boxes, how many eggs will he have?

Billie is on a bug hunt.

In her garden there are a mixture of spiders (with 8 legs) and insects (with 6 legs).

The bugs that she finds have a total of 100 legs altogether.

How many spiders and insects did she find?

How do you know?

Is there more than one answer?

YEAR 3 HOMEWORK



Time and place - Thursday's lesson

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

Why is the world's weather changing?

Star Words

greenhouse gases

atmosphere

deforestation



Pleistocene Epoch

farming

Mesozoic Era

fossil fuels

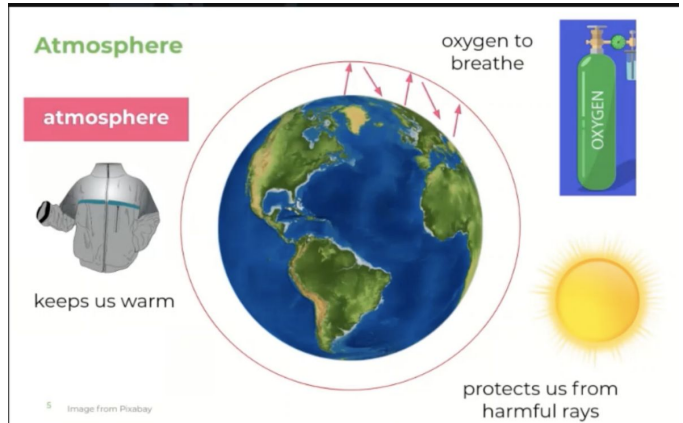


climate change



Can you find out what our star words mean?

If the atmosphere becomes **thicker**, by more gases being added to it, what will happen to the amount of heat being trapped by the atmosphere?



Pleistocene Epoch



mammoth



sabre-toothed cat



ground sloth

When these animals lived the climate was much colder than it is today.

YEAR 3 HOMEWORK



Time and place - Thursday's lesson

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

Why is the world's weather changing?

Mesozoic Era



When these animals lived the climate was much warmer than it is today.

Reasons for why our world is getting warmer.

Climate Change

farming

Cows release methane which is a greenhouse gas.



Climate Change

deforestation

Rainforests are being cut down.



Climate Change

greenhouse gases

From burning fossil fuels like oil and gas.



Some countries are getting hotter and experiencing droughts and some countries are experiencing more rain. All over the world the weather is becoming more unpredictable.

climate change
global warming
fossil fuels
farming
deforestation
greenhouse gases
Earth
warmer
extreme
unpredictable

[illegible]

YEAR 3 HOMEWORK



L.O.L -Friday's lesson

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

LO: to write a story

Use the questions to plan your story.

What does your Dreamgiver look like?

Where do they visit first?

What do they use to make dreams come true?



What dream do they make come true first?
What other dreams do they make come true?
How does your Dreamgiver feel? _____

How is the Shadow Serpent disturbed?

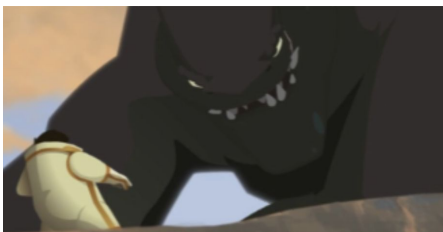
Where does the child end up?

Which creature is hiding and waiting?



What does the creature look like?

How is the child saved?



YEAR 3 HOMEWORK



L.O.L -Friday's lesson

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Paragraph 1:

What does your
Dreamgiver look like?
Where do they visit first?
What do they use to make
dreams come true?

Paragraph 3:

How is the Shadow
Serpent disturbed?
Where does the child end
up?
Which creature is hiding
and waiting?

Paragraph 2:

What dream do they
make come true first?
What other dreams do
they make come true?
How does your
Dreamgiver feel?

Paragraph 4:

What does the creature
look like?
How is the child saved?

YEAR 3 HOMEWORK



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Key Features of a Story

- Adjectives/expanded noun phrases
- Fronted adverbial phrases
- Adverbs
- Conjunctions
 - Co-ordinating (and, but, yet, so...)
 - Subordinating (because, that, when...)
- Inverted commas
- Full range of punctuation from previous year groups (question marks, exclamation marks, commas in a list, apostrophes)

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YEAR 3 HOMEWORK



Using the same method as yesterday answer the following questions.

Maths - Friday's lesson

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

Securing multiplication and division:
To multiply 2-digit numbers by 8 using partitioning

Part A - Use partitioning and area models to solve these questions using the 8 times table

Extension -

Abdul multiplies 22 by 8 and gets 1616, is he correct?

If not, what mistake do you think he has made?

- 1) $45 \times 8 =$
- 2) $83 \times 8 =$
- 3) $\quad \times 8 = 560$
- 4) $8 \times \quad = 800$

Part B -

- 1) $8 \times 4 =$
 $8 \times 40 =$
 $8 \times 400 =$
 (Challenge - can you try this with another number? e.g. 12, 120, 1200)

$1 \times 8 = 8$
$2 \times 8 = 16$
$3 \times 8 = 24$
$4 \times 8 = 32$
$5 \times 8 = 40$
$6 \times 8 = 48$
$7 \times 8 = 56$
$8 \times 8 = 64$
$9 \times 8 = 72$
$10 \times 8 = 80$
$11 \times 8 = 88$
$12 \times 8 = 96$

- 2) Which of these numbers is a multiple of 8?
How do you know?

160	240	4000	85	20	96	100
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YEAR 3 HOMEWORK

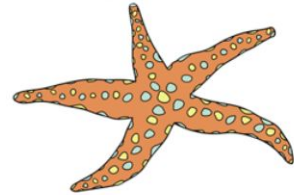


Maths - Friday's lesson

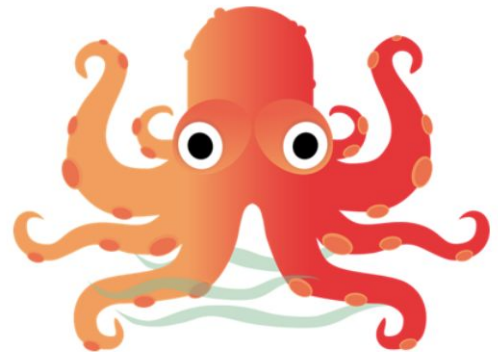
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Part C

There were some octopuses and starfish in a rock pool; octopuses have 8 arms and starfish have 5 arms. Altogether there are 73 arms in the rock pool.



How many octopuses and starfish could there be?
How do you know?
Is there more than one answer?



YEAR 3 HOMEWORK



Juan Miro, *Landscape*
(*The Grasshopper*) 1926



Art - Friday's lesson

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

Juan Miro and Automatic drawing

For this style of art you have to let your hand move across the paper without thinking about patterns or shapes. What can you see in this picture? Ask a family member do they see the same thing or something different?

Task- Follow these instructions

- 1- Draw three large dots anywhere on your piece of paper.
- 2- Draw two long straight lines that go off the paper
- 3--Draw one long curved line that starts at one of the dots
- 4- Draw one squiggly line that starts at one of the dots and goes off the paper
- 5- Draw one large circle anywhere
- 6- Draw one large triangle anywhere.
- 7- Draw a long line that goes through the circle or triangle.

YEAR 3 HOMEWORK



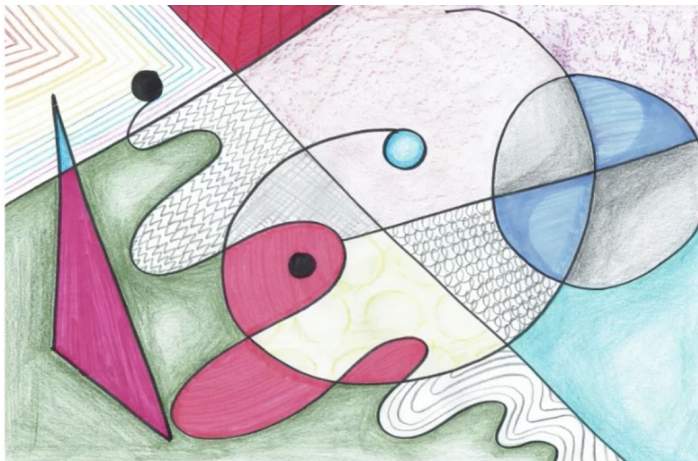
Art - Friday's lesson

Additional video available on:
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Juan Miro and Automatic drawing



This is what mine looked like.
Does yours look the same or
different?
Now start to add some colours
anywhere you like.



My finished piece.

- WWW: My work is original because...
 - this is my personal response to the instructions.

YEAR 3 HOMEWORK



Weekly spellings:



1. science
2. scene
3. discipline
4. fascinate
5. crescent
6. scissors
7. ascend
8. scented
9. scenery
10. descend

Spelling Shed

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



- EXT: 11. bicycle
12. circle
13. enough
14. library
15. ordinary

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:

The Romans were famous for their roads. You can still see some Roman roads today, two thousand years after they were built.

The Celts rode horses, walked, or travelled in carts pulled by oxen. Before the Romans arrived, Britain had no proper roads. There were paths and tracks to connect local farms and hamlets, and there were some longer routes for trade. These tracks were often in very poor condition.

It is quicker and easier to move on well made, solid roads. The Romans needed better quality roads so that they could move troops and supplies, trade goods, and send messages around the Empire. This meant they could keep control of the Empire and make more money.

The old roads were useful for the Celts, but the Romans built their new towns away from the Celtic settlements, so they needed the roads in different places. They were famous for building straight roads, and often filled in wet ground or cut a way through small hills. However, if faced with a large natural obstacle they would build the road around it, or zigzag a road up a hill. They weren't stupid!



Troops and supplies arrived in Britain from across the sea and landed at ports in the South East. The Romans needed to get them to the military centres in Londinium (London) and Camulodunum (Colchester), so this is where the first roads were built. After this, the next job was to be able to move troops and supplies between the military centres and the forts that the Romans had built on their front line.

The first frontier was set up along a road that went from Exeter to Lincoln, running through Bath, Gloucester, and Leicester. This was known as the Fosse Way, the first great Roman road in Britain. The word Fosse comes from the Latin word for ditch (Fossa). For many years the land occupied by the Romans in Britain was protected by a defensive ditch running between Exeter and Lincoln. It is unknown whether the ditch was filled in and the

road built later, or whether the road was built to follow the ditch.

As the Romans took control of more land, the roads were extended. Other famous Roman roads are Stane Street, Dere Street, Ermine Street, Akeman Street, Portway and Watling Street. Once the main routes had been built they started increasing the number of minor roads to and from the new towns they had built, to make trading easier. During the first hundred years of Roman occupation it is believed that between 8000-10,000 miles of roads were constructed. All by hand!

The Romans did not have a compass or map to help them build roads. Surveyors used a tool called a **groma**. This was an instrument that had two pieces of wood nailed together at right angles to make a cross. There was a weight hanging from each of the four ends. The surveyor

YEAR 3 HOMEWORK



Additional learning:



knew that he had a straight line when one lead weight from the same piece of wood lined up with the one in front of it. Wooden posts were then dug into the ground to mark out the straight line that the road would follow.

The roads were literally highways, they were built higher than the ground around them to help the rain drain off. Two ditches, each about 60cm wide, were dug either side. The roads were built wide enough for two chariots to pass each other. The earth dug from the ditches was piled in the middle to build the road up. The materials used varied depending on what was available in the area, but there tended to be three layers. The first layer would be large, rough stones to make a hard surface. Broken stones or tiles would form a second layer, perhaps mixed with sand or cement. The top layer was gravel or small stones, compacted to make a smooth, hardwearing surface. Some roads would have paving stones laid on the top. This was more usually done in larger towns.

It was Roman soldiers that were tasked with most of the road building. They were well practiced, so knew what they were doing, and they were trusted to do a good job.

When the Romans left, the stubborn Britons did not bother using the roads they had built!

Roman Roads Comprehension

Answer the questions below in full sentences.

1. How did the Celts travel around Britain?
2. Why did the Romans put so much effort into building roads?
3. Why didn't the Romans just improve the existing roads?
4. Where did they build the first roads? Why?
5. Where did the Fosse Way start and finish?
6. Can you explain in your own words how a groma was used?
7. How wide were the roads?
8. Why do you think they didn't use paving stones on all of the roads?
9. Why was it Roman soldiers not slaves who built the roads?
10. Why do you think the Britons didn't use the roads that the Romans had made?



YEAR 3 HOMEWORK



Additional learning:



Use an atlas to locate the start and finish points of these Roman Roads. Mark and label the places on your map and then draw and label the road. Use a different colour for each road.



Map:




The Fosse Way: Exeter to Lincoln
Stane Street: Chichester to
London
Dere Street: York to Scotland
Ermine Street: London to York (via
Lincoln)
Akeman Street: St Albans to
Cirencester
Watling Street: Richborough to
Wroxeter

YEAR 3 HOMEWORK






Additional learning:



<p>Sandy Like the name suggests, sandy soil is mostly made up of, wait for it... sand! Because of the fine grains, water drains well through this soil and since it stays pretty dry, you can easily get the fork through it. Of course, that means any plants growing here will need to be well watered. A fertiliser should also be used to top up the nutrients that are so easily swept away.</p> 	<p>Loam Mix, mix, mix! Loam soils are a good mixture of sand, silt and clay. This soil holds on to most of its nutrients and keeps enough water to help plants get what they need. It also drains enough to avoid waterlogging. This makes loam soil an allotment's best friend when it comes to growing crops all year round!</p> 	<p>Clay The trickiest of all to work with, clay based soils are known for being cloddy thanks to their ability to hold on to water. Of course, this in means they can become waterlogged and muddy all too easily – a gardening nuisance. On the upside, clay soils also hold on well to nutrients so fewer artificial fertilisers are needed to support crop growth.</p> 
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Types of Soil

<p>Silt With medium sized particles, silt soils hold on to enough water to allow for good plant growth while draining enough to avoid waterlogging. The particles allow silt soil to compress (squash down) very easily, making it difficult to dig, plant and de-weed. On a positive note, it tends to maintain enough nutrients to make it fertile, supporting crop growth.</p> 	<p>Chalk As you might expect, chalk based soils contain a lot of calcium carbonate (chalk). It can be challenging to grow some plants in these types of soils as many plants prefer to grow in more acidic conditions (think vinegar!). Water drains quickly through chalk soil so plants cannot get enough moisture.</p> 	<p>Peat What happens when moss, shrubs and grasses die? They form peat! Very rarely found naturally in an allotment plot, peat is generally formed near bogs and marshlands. Here plants do not fully decay, leaving the matter that's left extremely high in nutrients. Gardeners often choose to buy peat and add it to their existing soil to improve its fertility.</p> 
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YEAR 3 HOMEWORK

Creating a Mini Compost Bin

Follow each step of the instructions carefully to create your mini compost bin.

Step	Instruction	Diagram
1	Place small stones as the first layer.	
2	Add a layer of compost.	
3	Add a small amount of water so that the compost is moist but not completely wet.	
4	Health and Safety: Wear plastic gloves to handle the worms. Ensure that worms are handled gently. Place a few worms gently onto the compost.	
5	Health and Safety: Wear plastic gloves while adding waste food. Place a handful of scraps on top of the worms. Leave it placed gently on the worms; it will fall further by itself so there is no need to push it down.	
6	Wet the shredded paper and add as the topmost layer of your mini compost bin.	
7	Add a thin piece of fabric over the top of the plastic bottle and secure it with an elastic band.	
8	Attach long rectangular pieces of card around the bottle so that it makes it dark for the worms. They live in the dark and do not like bright lights.	

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