



## Year 3 Initial Learning at Home

### Reading

Your child can read their library book or their home learning reading book (from last term) if they have not already done so this week. If they have read these books, encourage your child to read – a story, a comic, a graphic novel, or child-friendly internet blogs and websites. You can access books online using the following web link; <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>  
All of these can make a difference to their vocabulary, understanding and comprehension skills.

Listen to your child read aloud and ask them questions about the characters, events and/or information in the book (you could use the prompt sheet on page 3 of this document). While they are reading, please check that they pause according to the punctuation (i.e. for commas and end stops) and discuss any interesting or unfamiliar words. Alternatively, we have attached a reading comprehension on pages 4 and 5 of this document for your child to read and answer the questions.

### Writing

Encourage your child to write. If something inspires them, it could become a stimulus for writing. For example, if they loved reading 'Stone Age Boy' or 'Invisible Stanley', they could have a go at writing their own version. Other ideas could include: a sports/match report, a diary page, a book review, instructions (remind them of the instructions they wrote for their survival guides), writing a song, a poem about dragons (including similes) or a recipe for a meal they have made. Please encourage your child to read through their writing and edit for any spelling mistakes with a purple polishing pen or pencil. Also remind them to check that they have spelt their target words (sent home just before Christmas) correctly. We would love to see their free choice writing.

### Mathematics

You could help your child by practising times tables and the matching division facts for 2, 5, 10 as a priority, then 3 and 4 times tables. Your child has been recently tested and should know the target times table that they are focusing on. Also, practise the addition and subtraction number bonds for numbers to 10 then numbers to 20 (e.g.  $15 - 7 = 8$ ,  $9 + 4 = 13$ ) – daily if possible. To support their mental maths knowledge:

- Daily 10 – an interactive website to support children's fluency in the four operations.

<https://www.topmarks.co.uk/maths-games/daily10>

- Hit the Button – an interactive website to support children's number facts.

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Your child could practise solving multiplication and division calculations using repeated addition on a number line. This is a method your child has used in class. Here are some example calculations:

$7 \times 4 =$

$8 \times 3 =$

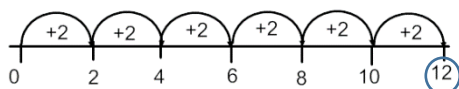
$6 \times 6 =$

$32 \div 4 =$

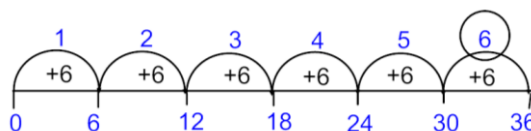
$18 \div 3 =$

$45 \div 5 =$

$6 \times 2 = 12$



$36 \div 6 = 6$



We have also included two maths workouts (on page 6 of this document) for your child to have a go at if they wish. Next week we will be continuing our time learning. Take any opportunity you can to practise telling the time at home on analogue clocks to the nearest 5 minutes. The websites below have an interactive clock and a game to help you to do this.

<https://www.topmarks.co.uk/time/teaching-clock>

<https://mathsframe.co.uk/en/resources/resource/116/telling-the-time>

## **Spelling**

A list of target spellings has been sent home as part of your child's home learning. They can practise these using the strategies that were sent with them, such as rainbow writing, LaSaCaWaC or pyramid writing. Use 'Spellzone' to search for words and rules that they have been learning in class (such as rules for plurals, past tense and homophones) and complete the available activities.

To consolidate your child's learning of our last set of spellings in class, use the following website. This will give a set of words that contain 'ei' for the long 'a' sound:

[https://www.spellzone.com/word\\_lists/list-54163.htm](https://www.spellzone.com/word_lists/list-54163.htm)

Complete the 'Learn', 'Games' and 'Test' sections of the webpage to practise these spellings.

## **Theme**

Any research that your child can do about our last theme, science or RE learning would be great, especially if it can help answer some of your child's questions about the learning.

They could also be creative using our current learning as an inspiration, for example, a drawing, painting, model, collage or stop-go animation.

## **Theme project for the week**

*As we will be focusing on geography this half term, your child could try the project below:*

### **Draw and illustrate a poster to advertise the local area (Using observations and fieldwork)**



This activity involves considering the features of the local area. It involves children considering what makes the area they live in attractive for different kinds of people. They will need to use geographical vocabulary to describe some of the features of where they live, for example school, church, woods, park, shops. They will design and create a poster to persuade the reader to want to move to their local area.

### **Completing the activity:**

- As part of your daily exercise your child can research your local area and write down some ideas of why it is a good place to live. Does it have good transport, interesting shops and restaurants and outside spaces (such as parks)?
- Create an eye - catching layout. The poster will be better if bright colours are used that stand out and make people want to read it.
- Use a short, snappy title to advertise the area and make it sound interesting.
- Use positive, persuasive words and phrases such as: incredible, exciting, amazing.
- Write facts about the area so that people know more about it.
- Draw or cut out colourful pictures that show all the positive parts of the area.
- Write some quotes from people who already live in the area (you could ask friends and family).

### **Useful websites and resources:**

[www.geography.org.uk](http://www.geography.org.uk)

[www.nategeokids.com](http://www.nategeokids.com)

Once your child has completed the poster, they can answer the following questions;

What are the best features of the area and why?

What types of people would the area appeal to and why?

## Reading Questions

### Before reading a book:

- What do you think this story/book will be about?
- What might happen in the story? What information might be in this book?
- What sort of story will it be?
- What do we call the writing on the back of the book? (Blurb)
- What does the blurb tell us?



### During the reading of the book:

- Where is the story taking place? What words has the author used to describe the setting?
- Who are the main characters?
- What has happened so far? Is it what you expected to happen?
- What do you think might happen next?
- How do you think the story might end?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Find a word that shows .....
- What information have you learnt?
- Can you find a title and subtitle?

### At the end of the book:

- Which part of the story was your favourite / least favourite? Why?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest, scariest, saddest, and happiest? Find some evidence in the text to support your opinion.
- Does your opinion of this character change during the story? How? Why?
- If you met one of the characters from the story, what would you say to him / her?
- What was the most interesting fact that you learnt?



## The Ugly Duckling

Near a beautiful river in the heart of the countryside, a mother duck was sitting on her eggs. It was mid-summer. The air was warm and a gentle breeze ruffled the tall grasses on the banks.

Very soon the eggs began to hatch. First one, then another, then another until only one egg was left. It was bigger than the others and it didn't look like them. The mother duck sat and sat until, finally the egg broke. Out popped an ugly, grey duckling.

The mother duck was anxious to teach the ducklings to swim. She jumped into the sparkling river followed by all the ducklings. The ugly, grey duckling was a much better swimmer than his brothers and sisters. He loved swimming and being on the quiet river.

Next, the mother duck took her children to the farmyard. It was a noisy, busy place and the ugly duckling didn't like it. The other animals made such a fuss of the sweet, fluffy ducklings but when they saw the ugly duckling, they made fun of him. The hens pecked at him and the farmer shooed him away. The ugly duckling was so unhappy, he ran away.

He hid in the tall grasses by the riverbank and wondered what to do. He saw a group of beautiful white swans swim by gracefully. They had snow-white feathers and long, elegant necks. How he wished he could swim with them—but he was so ugly, he knew they wouldn't want him around.

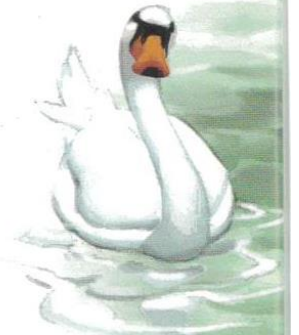
Winter came. The gentle breeze of summer became a bitter, cold wind. Ice formed on parts of the river. Snow dropped from the grey sky. The ugly duckling shivered by the riverbank, miserable and lonely.

Finally, spring arrived. The days became warmer and the ice melted. The ugly duckling had survived the winter and was longing to swim on the river again. He went down to the edge of the water and there, gliding gracefully by, were the beautiful white swans. How he wanted to swim with them and not be alone any more.

The ugly duckling peered down into the water. He saw his reflection and couldn't believe his eyes. Staring back at him was not an ugly duckling, but a beautiful white swan!

He jumped into the river and swam after the swans. When he caught up with them, the swans greeted him warmly and invited him to join them.

He was no longer ugly. He was no longer alone. He was a beautiful swan.



Retold by Wendy Wren

## Understanding the text

Choose the correct ending.

- 1 At the beginning of the story it was:  
a spring.      b summer.      c winter.
- 2 The last egg to hatch was:  
a the same as the others.      b smaller than the others.  
c bigger than the others.
- 3 The mother duck wanted to teach her ducklings:  
a to swim.      b to peck.      c to fly.
- 4 The ugly duckling wanted to swim with:  
a the farmer.      b the swans.      c the hens.
- 5 His reflection showed him he was:  
a ugly.      b fluffy.      c beautiful.

## Looking at language

- 6 Find the words in the passage that mean the same, or nearly the same, as each of these.  
a at last      b lots going on      c unhappy
- 7 Find the opposite in the passage of each of these words.  
a short      b beautiful      c worse      d clumsily      e colder      f froze
- 8 The ugly duckling 'couldn't believe his eyes'. Explain what this means.

## Exploring settings

- 9 This part of the story is set in three different places. What are the three settings?
- 10 Find adjectives in the passage which describe:  
a the river.      b the ducklings.      c the swans.





# Autumn Term: Workout 1

## Warm up

1. Write either + or - in the gaps to complete these calculations.

7 ..... 3 = 10          20 ..... 1 = 19

24 ..... 15 = 9          40 ..... 5 = 45

2 marks

2. Fill in the next four numbers, counting in **steps of 3**.

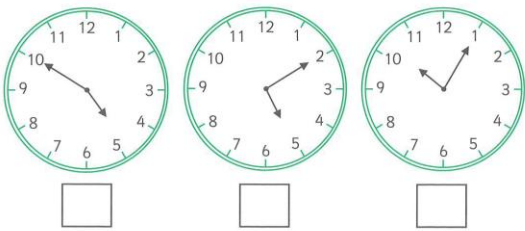
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3. Which number is 31 more than 14?

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4. Tick the clock that shows **ten past five**.



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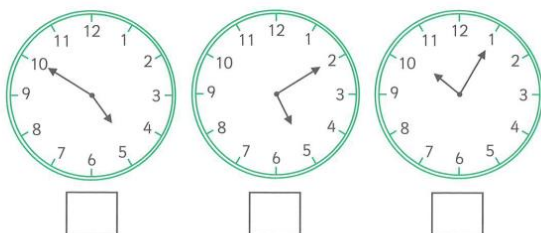
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5. Match each shape to the correct name.



cuboid    triangular prism    cylinder    cube

2 marks

Which of the shapes above has **5 faces**?

..... 1 mark

6. Ellie weighed the people in her family.

Dad was 85 kg. Mum was 62 kg.

Sara was 28 kg and Ellie was 33 kg.

Who is lighter than Ellie?

..... 1 mark

Who is the heaviest in Ellie's family?

..... 1 mark

7. There are ten apple trees in an orchard.

Jenny picked the same number of apples from

each tree. She picked 120 apples in total.

How many apples did she pick from each tree?



..... apples

2 marks

Score:

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