

Lostwithiel Primary

School

Beech Class



**Home Learning Booklet**

Year 3

Spring Term 2022

Home Learning Expectations

In year 3, you are expected to read at least 4 times per week at home. This does not have to be a reading book, any and all reading counts so pick something you enjoy!

You will be given weekly spellings to learn and these will be tested on a Friday. I will also be setting maths homework which will be glued into your home learning books each week. If you have any problems please let me know.

There is also a creative activity grid for you to choose from each week. There are more activities than weeks in the term and therefore you are able to pick the ones you enjoy most to do, allowing you to have some independence and choice over your home learning.

You can use your purple home learning book to practise in and to present your activities. However, if you need other resources then please talk to me and we will endeavour to help. You do not have to use your purple book each week for your tasks, some tasks are more practical or you may wish to present them in a different way (photographs, PowerPoint, drama, art etc). The pieces of home learning will be shared with the class and some pieces will be displayed in the classroom.

Please hand in your home learning by **Thursday** each week. This will ensure I have time to mark it before it is given out again on Friday. Write out a copy of your spellings to keep at home if you need a last minute practise on Thursday evening.

Have fun with your home learning, we look forward to seeing everything you do!

Mr Boxall (class teacher)

Miss Doney (class teaching assistant)

Tor (class teaching assistant)

**Parents/Carers: there are a number of resources in here to help you support your child’s home learning. However, if there is anything else you need, or anything you would like clarification on, please do not hesitate to contact us. If you have any other ideas for tasks linked to our topics, and then please feel comfortable to deviate from the tasks provided. It is important that your child engages in the activities, that you feel able to interpret them in your own way and most of all that you have fun doing them!**

**Thank you for your support.**

Spelling games

Below are some ideas that you may wish to use at home to help your child to learn their spellings. Frequency of practice throughout the week is important; little and often is better than one long session.

* **Flash Cards**
* **‘Pairs’**[**Memory**](https://teachmama.com/2009/12/sight-word-memory.html) **Game:** Create a double set of word cards and play a game of ‘Pairs’ by spreading out the cards face down and then taking turns flipping two cards at a time to find a pair!
* **Flip 4 Steps**: Flip over a word card, look at the word, say it out loud, say the letters, then flip it back over, and write the word on paper.
* [**Trace, Copy, Recall**](https://teachmama.com/2010/11/trace-copy-recall-learn-those-spelling-words.html): Fold three columns on a piece of paper, and label one column ‘trace’, the next ‘copy’ and the last ‘recall’. Ask an adult to the word in the first column. Then trace over it; copy the word in the second column and finally, fold (and hide) the first two columns and write the spelling in the recall column. Then check!
* **Spelling Word Race:** Create two teams, with a player from each team taking the ‘pen’ at a time. An adult calls out a word from the list, and players race to write the word.
* **Spelling Puzzle**: Make a home-made puzzle by writing each word in large letters on an index card and then cut each card apart. The fun is in putting the puzzle back together!
* **Stairsteps:**Write the words as if they are stairs, adding one letter at a time.

S

Sp

Spe

* **Flip and Rainbow Write:** Write each letter of the word in a different colour. Try writing the syllables of the word in different colours too.
* [**Water Paint**](https://teachmama.com/2009/04/water-painting.html)**:**Use water and a paintbrush to water paint the spelling words on a wall or floor.
* **Type it Out:** Open up a Word document and type the spelling words on the screen as an adult calls them out.
* **Spelling Word Hunt**: Look for those spelling list words in the newspaper or in another book, magazine, or text! Circle them or use a highlighter to highlight them.
* [**Crazy Words:**](https://teachmama.com/2009/07/sticky-finger-writing.html) Ask a grown up to put something ‘crazy’ (like jelly, shaving cream, sand, or rice) on a baking tray, then use your finger to ‘write’ spelling words on the tray.
* [**Stamp It**](https://teachmama.com/2011/02/word-building-letter-writing-stamping)**:**Use alphabet letter stamps to ‘stamp’ the spelling words, first by looking at the words and then on your own!
* **Word Scramble:** Scramble up the letters of each word and then put them in the correct order. (Don’t forget to look out for patterns and families with an adult)
* **Examine the Word**: Really *look*at the words, talking about the tough parts and analyzing patterns. Make up silly ways of remembering the ‘tough’ parts: ‘president’ has an ‘I’ in the middle because one day I’ll be president, OR ‘setting’ has two t’s in the middle just like two tall trees in a fairyland.

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| Creative activity grid | | |
| Read some non-fiction books about our topic. Make a list of the 10 most interesting facts you have found. | Sew a little bag for rock and pebble collecting! We have already learnt how to make bags! Can you remember how? | Watch or read ‘Journey to the centre of the Earth’ by Jules Verne. |
| Draw a diagram of the Earth’s core. Can you name and label the layers? | Can you find out how different rocks are formed? How are sedimentary, igneous and metamorphic rocks formed? | Can you make a cake that looks like a volcano or has layers like the earth? |
| Find out about drilling into the Earth! What is the deepest anyone has gone? What did they find? | Make a volcano out of paper maché or card. Look on line for different ways to make it fizz and explode. This could get messy! | Visit the Geology room at the Royal Cornwall Museum in Truro. It has some fabulous rock and mineral example.  (Look for a similar virtual visit!) |
| Collect some stones and pebbles from the beach or your garden. Can you sort them into different sets and say how you sorted them? | Create a natural disasters themed board game. Teach friends or family how to play. | Paint your own landscape picture with mountains or volcanoes in it. |
| Find a diagram of the cross section of a volcano. Draw it here and label the parts. | Find the name of a famous volcano. Where is this volcano located? What effect does this volcano have on the local area? What effect does it have on the local people? | Imagine you are living in an earthquake zone. You need to be prepared to survive any disaster. Write a comic strip to tell the story of your survival. |

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| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Adding the prefix super | Topic words | Adding the prefix sub | Year 3 tricky words | |  | | --- | | Year 3 tricky words | | Year 3 tricky words |
| superhero  superwoman  superglue  superstar  supertanker  supersonic  supermarket  superman  supermodel  superhuman | volcanoes  earthquakes  core  inner  outer  earth  tectonic  temperature  natural  disaster | subway  subdivide  subzero  subsoil  submarine  subtitle  subheading  substandard  subscription  subterranean | ordinary  opposite  medicine  perhaps  heard  popular  separate  position  possible  naughty | peculiar  material  interest  pressure  natural  occasion  history  library  probably  occasionally | often  possess  possession  straight  mention  promise  potatoes  sentence  increase  height |

How to encourage neat handwriting

It is important to practise spellings using your neatest handwriting and correct joins. The ‘feel’ of a word can help when learning to spell.

Getting ready to write

Seating and posture:

• A tripod grip is the most efficient way of using a pencil and should be encouraged in early writing

• Chair and table should be at a comfortable height

• Sit up straight and not slouch

• Left hand should be used to steady the paper for right handers

• Tables free of clutter

• Room well lit

• The paper should be placed to the right, slightly tilted to the left

Left handers:

• Paper should be tilted to the right

• Right hand should be used to steady the paper

Lower case

a b c d e f g h I j k l m n o p q r s t u v w x y z

abcdefghijklmnopqrstuvwxyz

Upper Case

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Numbers

0 1 2 3 4 5 6 7 8 9

Times Tables

The children are expected to know their 2x, 3x, 4x, 5x, 6x, 8x and 10x tables by the end of year 3. They need to be able to rapidly recall the facts and related division facts. Here are some ideas to help you practise:

* Practise every day
* Find a regular time to do it – perhaps walking to and from school or during the drive
* Keep a steady rhythm – it makes learning and recall easier
* When starting to learn times tables, it’s often the starting number that is difficult - use your fingers as you recite to keep track of where you are
* Help yourself and your friends by quizzing each other
* Multiplication can be done in any order – so if you know 2x5 you also know 5x2 (see the grid on the next page and shade in the ones you can recall)
* Roll a dice and multiply/ divide the total by the number you are practicing
* BBC Bitesize has Defenders of Mathematica which can help too as well as Times Table Rock Stars
* There are lots of other ICT games to help you learn them and test yourself

**Remember that everything gets easier the more you practise**

**Persevere and don’t give up. If you are finding it very challenging, let your teacher know**

**Set yourself a goal and go for it!**