

## Year 3 - Home Learning Pack 1

Hello Year 3! I hope you are all keeping safe and well.

This learning pack has lots of learning tasks which relate to each of the lessons that we would have been learning if we were in school. Try to complete a few tasks each day, from across the different subjects, over the next two weeks. Don't forget to let me know how you are getting on by sharing your work. I know you will continue to try your best as we work through the weeks ahead and I look forward to seeing all of your learning.

English

### Task 1 - Word Types

Have a look at the word types shown below.

noun adjectives verbs adverbs conjunctions prepositions

Organise the words below under the correct word type. Use the word type as a sub - heading.

before	make	mammoth	uncover	strong	but	stones
delightful	cave	ride	anxiously	antler	beautiful	so
next to	bravely	after	sharp	house	or	during
carefully	dig	dangerous	and	gather	while	hunt

E.G.

Noun

house

cave

### Task 2 - Sentences

Create 8 sentences. Use at least one word from task 1 in each of your 10 sentences. Making sure you use each word type. Remember to punctuate each sentence correctly.

### Task 3 - Punctuation

Choose the correct punctuation to punctuate the sentences below.

1. deep within some ancient caves the ceilings and walls are covered in art
2. can you believe the art was created using a powder made from crushing colourful rocks
3. the drawings were often of animals and hunters

**Task 4** - Types of sentences

Have a look at the sentences below. Label the sentences as either command, question, statement or exclamation.

Do you know what the Stone Age is?

I don't know much about the Stone Age yet.

Tell me more about Stone Age people.

What a long time ago it was!

Use the punctuation to help you decide which sentence type each sentence is.

**Task 5** - Build a bank of words to describe one of the characters in the picture based on what you can see.

Think about using a range of word types (nouns, adjectives, verbs) to describe the characters appearance and personality. Look at what they are wearing and what they are carrying.



**Task 6** - Commas in a list

Using adjectives from task 5, write a sentence about the character you chose, using commas in a list.

E.G. The young boy had spiky brown hair, a long sleeved jumper and trousers stretching down to his ankles.

**Task 7** - Character description

Write a description of the character you chose for task 5.

Remember to include different sentence types, adjectives, expanded noun phrases and commas in a list.

**Task 8** - Click on the link to watch and hear the story being read.

['Stone Age boy' story - YouTube](#)

If you cannot access the link, don't worry. You can still do the tasks about the story.

### Task 9 - Describing a setting

Look at the settings from the story, shown below:



Choose a picture (you can do both if you'd like to). Think of and write down words that you could use to describe the setting. Think about what you can see in the setting, what you might be able to hear and how you might feel if you were there. You could use a table like the one below to organise your ideas.

See	Hear	Feel

### Task 10 - Write a setting description

Using the ideas you have collected in task 9, write a description of the setting of your choice. Remember to group your ideas into paragraphs.  
E.G.

Paragraph 1 - What can be seen?

Paragraph 2 - What can be heard?

Paragraph 3 - How would it feel to be there?

## Maths

### Task 1 - Practise your times tables

Practice counting forwards and backwards in 2s, 5s, 10s, 3s and 4s **daily**.

2x tables - 0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24

5x tables - 0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60

10x tables - 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120

3x tables - 0, 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36

4x tables - 0, 4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48

### Task 2 - Number sequences

Complete the number sequences by counting on or back in steps of 3.

Complete the following sequences:

a) 3 6 9 \_\_\_\_ 15 \_\_\_\_

f) \_\_\_\_ 48 45 \_\_\_\_ 39 36

b) 24 21 \_\_\_\_ 15 \_\_\_\_ 9

g) 39 42 \_\_\_\_ 48 \_\_\_\_ 54

c) \_\_\_\_ 24 27 30 \_\_\_\_ 36

h) 21 \_\_\_\_ \_\_\_\_ 12 9 6

d) 45 \_\_\_\_ \_\_\_\_ 36 33 30

i) \_\_\_\_ \_\_\_\_ 21 24 27 30

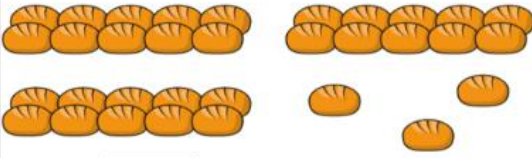
e) 12 \_\_\_\_ 18 21 \_\_\_\_ 27

j) 54 51 \_\_\_\_ \_\_\_\_ 42 39

### Task 3 - Hundreds, Tens and Ones

Look carefully at the different pictures and how the objects are grouped. Think carefully about how to count how many there are.


How many bread rolls are there?



There are  bread rolls.

The bread rolls in this picture are grouped in to 3 lots of ten ( $10 + 10 + 10$ ) and three ones ( $1 + 1 + 1$ ).

Eva has these sweets.

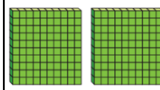


How many sweets does she have?

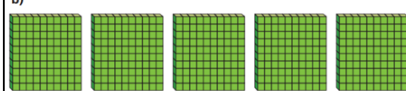
Eva has  sweets.

What numbers are represented?

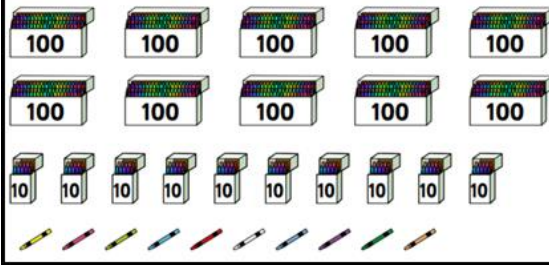
a)



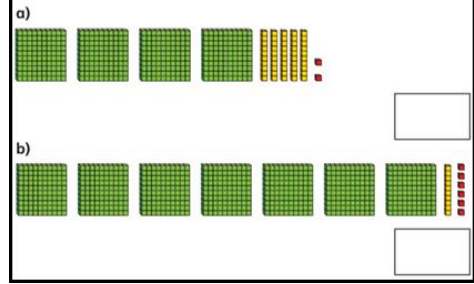
b)



Circle 316 crayons.



What numbers are represented?






Task 4 - More and less

Work out the number that is shown in the place value grid by counting how many hundreds, tens and ones there are. Then complete the questions.

Remember to think carefully about which digit changes when you add or take away 100, 10 or 1.

What number is represented?

Hundreds	Tens	Ones
		

The number represented is

a) What is 100 more than the number?

What is 10 more than the number?

What is 1 more than the number?

b) What is 100 less than the number?

What is 10 less than the number?

What is 1 less than the number?

### Task 5 - Comparing numbers

Use the right symbol to compare the numbers

> greater than    E.G.  $35 > 12$     or     $35 > 10 + 2$

< less than    E.G.  $56 < 61$     or     $50 + 6 < 61$

= equal to    E.G.  $90 = 90$     or     $90 = 80 + 10$

8	<input type="checkbox"/>	10
88	<input type="checkbox"/>	91
77	<input type="checkbox"/>	77
21	<input type="checkbox"/>	98
58	<input type="checkbox"/>	57
96	<input type="checkbox"/>	95
16	<input type="checkbox"/>	16

Write  $>$ ,  $<$  or  $=$  to compare the numbers.

- a)  $50$    $50 + 7$       c)  $50$    $40 + 17$   
b)  $10 + 20$    $10 + 16$       d) 30 ones   $10 + 19$

Write  $<$ ,  $>$  or  $=$  to make the statements correct.

- a)  $176$    $281$       e)  $1,000$    $699$   
b)  $397$    $452$       f)  $820$    $90$   
c)  $757$    $747$       g)  $392$    $300 + 90 + 2$   
d)  $812$    $810$       h)  $392$    $300 + 90 + 3$

### Task 6 - Partitioning

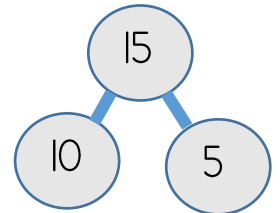
We can partition numbers in different ways.

E.G.

15 can be partitioned into 10 and 5

but

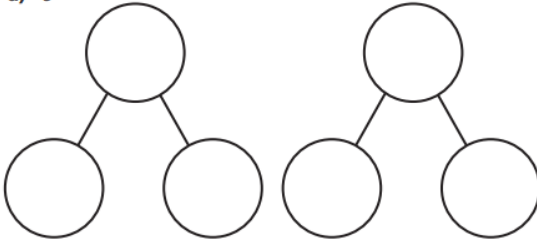
15 can also be partitioned into 14 and 1, 13 and 2, 12 + 3 and so on.



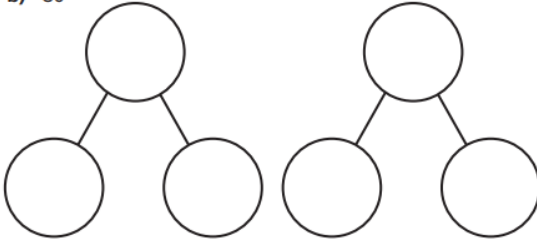
Partition each number below in two different ways.

Represent each number in two different ways.  
Fill in the part-whole models.

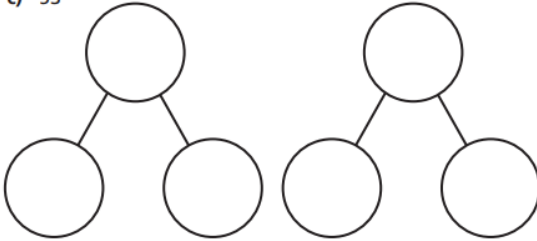
a) 9



b) 80



c) 53



### Task 7 - Addition

Work out the answer to these addition questions.

If you found adding within 100 easy, you can have a go at the second set which go beyond 100.

a) $7 + 4 =$ <input type="text"/>	f) $37 + 14 =$ <input type="text"/>
b) $10 + 30 =$ <input type="text"/>	g) $22 + 19 =$ <input type="text"/>
c) $17 + 34 =$ <input type="text"/>	h) $48 + 19 =$ <input type="text"/>
d) $19 + 21 =$ <input type="text"/>	i) $33 + 29 =$ <input type="text"/>
e) $18 + 64 =$ <input type="text"/>	j) $39 + 47 =$ <input type="text"/>



a)  $452 + 70 =$

e)  $30 + 784 =$

b)  $692 + 60 =$

f)   $= 712 + 90$

c)  $357 + 70 =$

g)  $171 + 50 + 20 =$

d)  $84 + 70 =$

h)  $256 + 50 + 30 =$

### Task 8 - Subtraction

Work out the answer to these subtraction questions.

If you found subtracting within 100 easy, you can have a go at the second set which go beyond 100.

a)  $7 - 2 =$

e)  $48 - 11 =$

b)  $30 - 10 =$

f)  $27 - 16 =$

c)  $37 - 12 =$

g)  $63 - 61 =$

d)  $47 - 12 =$

h)  $45 - 33 =$

1)  $178 - 30 =$

2)  $282 - 40 =$

3)  $377 - 50 =$

4)  $495 - 70 =$

5)  $581 - 40 =$

6)  $625 - 20 =$

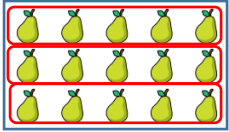
7)  $767 - 50 =$

8)  $992 - 80 =$

### Task 9 - Multiplication using an array

Have a look at the arrays shown and use them to help you create addition and multiplication statements that represent what the objects in the array show.

How many pears are there?




This is an array

$$\square + \square + \square = \square$$

$$\square \times \square = \square$$

There are  pears.


How many stars are there?



$$\square + \square = \square$$

$$\square \times \square = \square$$

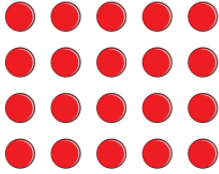
There are  stars.



$$\square \times \square = \square$$

$$\square \times \square = \square$$

Esther makes this array.



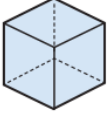
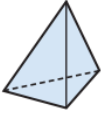

What multiplication facts does the array represent?  
Complete the multiplications.

$$\square \times \square = \square$$

$$\square \times \square = \square$$

**Task 10** - Shape

Identify the properties of each shape shown in the table.  
Complete the table.

Shape	Number of edges	Number of faces	Number of vertices
			
			
			

Reading

**Task 1** - Read the poem

Winter Wonderland  
Crisp underfoot, my feet sink down deep,

As the white fluffy snow caves in,  
A crunch and a slip as I steady my grip,  
Let the wintery fun begin!

Icicles hang from the buildings above,  
Shining and gleaming like glass,  
Watery chimes that are frozen in time,  
Reflecting the sun as I pass.

Bushes and plants with a powdery coat,  
Shed puffs as a robin flies by,  
A flurry of snow hits the garden below,  
As the robin looks on from up high.

Snow starts to float through the bitter grey sky,  
A twirl as the lacy flakes fall,  
Meeting by chance for a fluttering dance,  
In a splendour of shapes big and small.

**Task 2** - Answer the questions about each verse

#### Verse 1

1. What is the person's foot sinking down into?
2. Why does the person need to steady their grip?
3. Name two adjectives used to describe the snow.

#### Verse 2

4. How are the icicles like glass?
5. What do the icicles reflect?

#### Verse 3

6. What is the powdery coat that the bushes and plants are wearing?

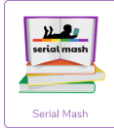
#### Verse 4

7. Which two words describe how the snow moves?
8. Draw a picture to represent the words of the poem.

**Task 3** - Purple Mash reading activities.

- Log in to Purple Mash

- Click on Serial Mash



- Click on Diamonds



- Select the story 'Magic in the Moonlight'.



- Complete the tasks that go with each chapter.

Try to complete a chapter and the tasks that go with it each day.

R.E.

## The Sacrament of Reconciliation

- Understand what it means to make wrong choices

### The Great Commandment

No matter where we go we find there are rules. Some are hard to follow. Some we don't like. However, we know they are there to help us and keep us safe.

Jesus gave us one BIG rule. It is called the Great Commandment and it has two parts to it:

Love God with all  
your Heart and Your  
Neighbour as Yourself.

**Task 1** - In what ways does the Great Commandment help us and keep us safe?

**Task 2** - Find out what the word 'reconciliation' means? You could use a dictionary to do this.

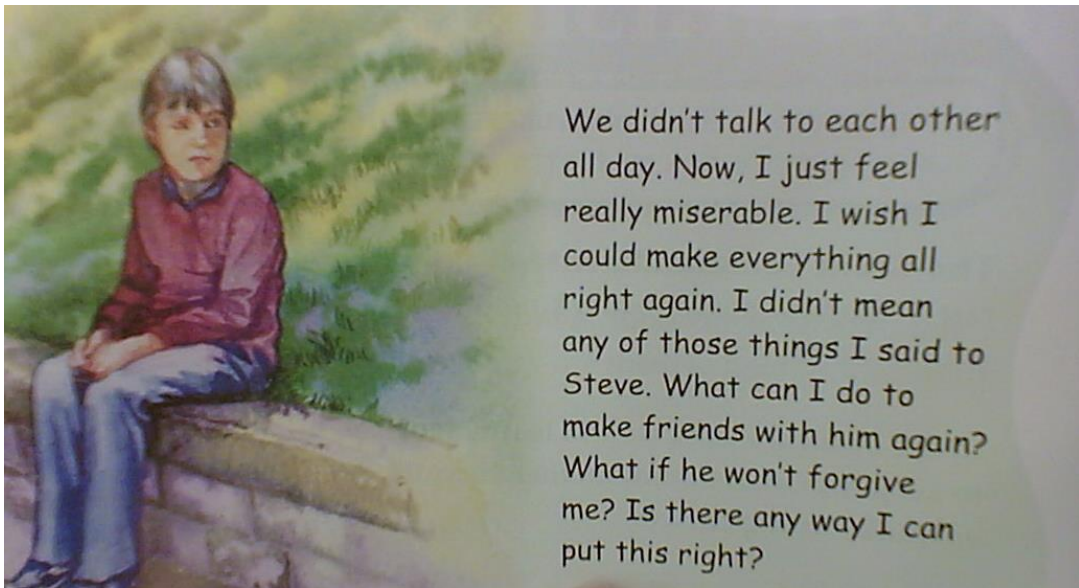
**Task 3** - Have you ever fallen out with a friend? It happened to a boy called Joe. Read Joe's diary to find out more.

**Thursday 4th March**

Dear Diary

I've had a rotten day today.

It all started at morning play when I was playing football. My best friend Steve kicked my football over the school fence into the road. He said sorry and I know it was an accident but at the time I just felt really angry. I shouted at him and called him stupid and then I said I'd never let him play again.



We didn't talk to each other all day. Now, I just feel really miserable. I wish I could make everything all right again. I didn't mean any of those things I said to Steve. What can I do to make friends with him again? What if he won't forgive me? Is there any way I can put this right?

Dear Diary

Today was much better! Everything is sorted out between us; Steve and I are friends again.

I saw him walking ahead of me as we were going to school today. I ran to catch up with him. I was nervous in case he just ignored me or wouldn't talk to me. I said I was sorry for yesterday and that I didn't mean what I said. Steve was really good about it. He could have just refused to talk to me but he forgave me. And the best thing was, when we got to school, there was the football in the middle of the school playground. Someone must have found it in the road and thrown it back over the fence!



**Task 4** - Answer the questions below

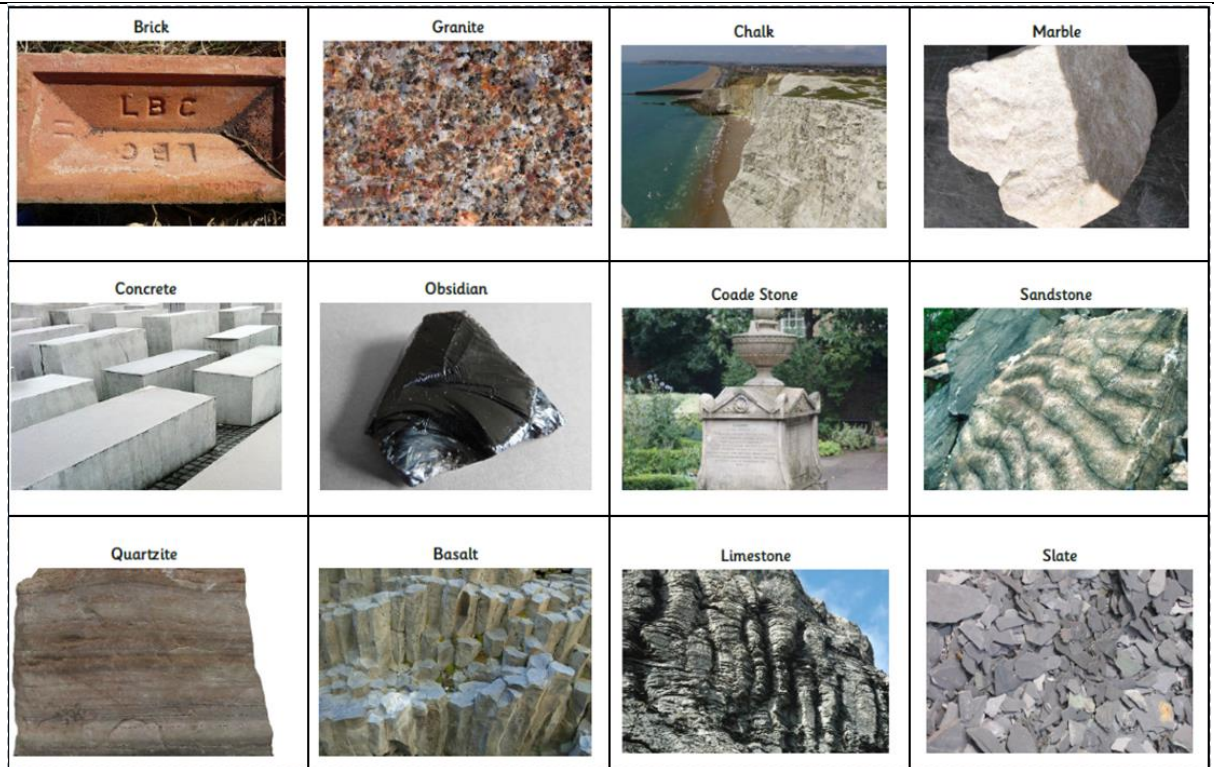
1. Steve forgave Joe for being mean to him. What does this tell you about Steve?
2. What do you think Jesus would say if you argued with someone? Why do you think he would say this?
3. Can you think of a time when you argued with a friend? Write a diary about what happened. How were you both reconciled?
4. Do you think it is easy to forgive someone who has hurt you? Why/Why not? Write a paragraph to explain your thoughts.

Science

Rocks

**Task 1** - Look at the pictures of the different rocks.





Sort the pictures into those that show naturally occurring rocks and those that show man-made rocks. You may need to carry out some research to find out.

You could use a table like to one shown below to sort the rocks

Natural	Man-made

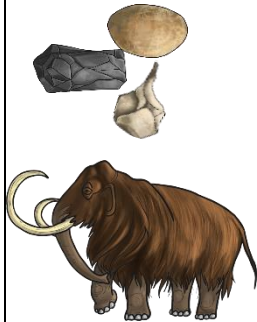
**Task 2** - Write a use for each of the different types of rock. You may need to carry out some research to find out.

**Task 3** - Have a look in your garden to see what rocks and stones you can find there. Make observational drawings of the rocks that you find. Label what you can see using properties such as crystals, grain size and colours.

History

Our topic this half term is The Stone Age.

**Task 1** - Using research, can you find answers to these questions?



What does the word pre-historic mean?  
When was the Stone Age?  
How long did the Stone Age last?  
Why is it called the Stone Age?  
What type of houses did people have?  
What did people eat?  
What did people wear?



**Task 2** - Present your research and answers to the questions in task 1. You can present your research in any way you would like to. This could be a poster, pictures, labelled diagrams, a non-chronological report or an information leaflet.

You can work on paper or use the 2publish tool on Purple Mash, where there are lots of templates to choose from.

Art

### Cave Paintings

This is a Stone Age cave painting



**Task 1** - Find out what cave paintings are and where they can be found.

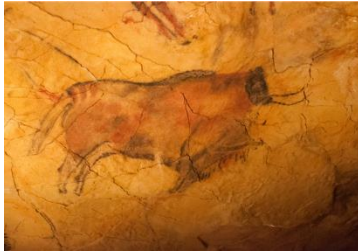
Can you find out and write down 5 different things about Stone Age cave paintings?

Here's a little information to start you off...



Paintings have been found in caves all over the world. It is thought that they were painted as long ago as the Stone Age. Most of these cave paintings were of animals or hunters. Sometimes cave paintings had symbols, as a way of communicating a message.

**Task 2** - Choose one of the cave paintings below. Describe what you can see. What do you think we can learn from these paintings?



**Task 3** - Recreate one or more of the cave painting shown above using any art materials that you have at home. It could be a pencil drawing, collage or you could use paint.

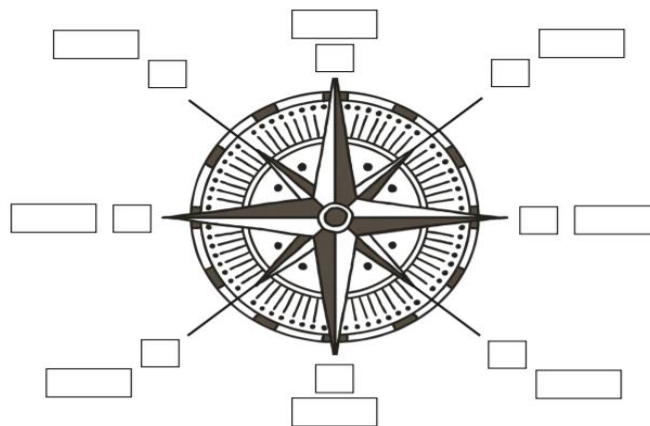
If you have any, you could carefully draw with chalk on to sand paper to give the effect of a rocky background.

Remember to use natural colours, if you have them.

Geography

**Task 1** - Label the points of the compass

Use the word boxes below to label each of the eight points of the compass.
























N north NE north-east E east NW north-west

S south SE south-east W west SW south-west

**Task 2** - Explain what a compass is used for?

**Task 3** - Use compass directions to move around the map below

		Staff room 			Dinner hall 	
Main hall 		Class 1 		Bottom playground 		
	Head teacher's office 		Music room 			Library 
Office 		Class 5 		Art room 		
	Field 		Class 3 		Sports hall 	
Class 2 		Printer room 				Class 6 
Top playground 		Deputy head teacher's office 	Start 		Class 4 	

**Compass directions: The School**

1. From the start, go north 4 squares and 3 squares east. Where are you now?
2. Go south-west 4 squares and west 2 squares. Where are you now?
3. Go north-east 2 squares and north 1 square. Where are you now?
4. Go north-west 1 square and north-east 1 square. Where are you now?
5. Go south-east 2 squares and south-west 2 squares. Where are you now?
6. Start at the Deputy Head teacher's office. How do you get to the Library?
7. Give directions from the Main hall to Class 3.
8. Write directions from somewhere on the map to another place.



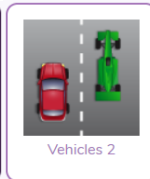
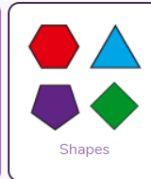
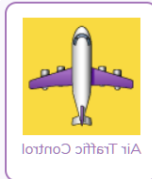
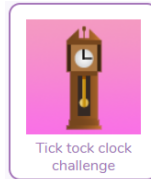
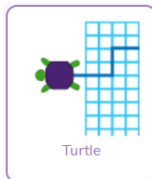
Computing

Log in to Purple Mash and go to the 2Do section.



2Dos

Within the 2Do section you will find the following coding activities to have a go at. The last two (shapes and vehicles 2) are a little more challenging than the first four:



Some of these we have looked at in school and some will be new to you. Make sure you watch the clips at the beginning of each which explain what you need to do.

You can also click on the 'hint' icon to get further support in completing the task.



Spellings

**ask** - We can add the suffix *-less* to other root words.

We don't have to swap, double or drop any letters when we add the suffix *-less*.

Here is the rule:

If a suffix starts with a consonant letter (*-less*), it is almost always just added straight on to a root word.

No changes are made to the root word.

Well, I hope you will be *fearless* in practising your spelling skills.

Can you change the words below using your knowledge of root words and suffixes?

root word	root word + suffix -less
tooth	toothless
	pointless
rest	
care	

root word	root word + suffix -less
	helpless
home	
	fearless

root word	root word + suffix -less
end	
	faultless
	harmless

**Task 2** - Choose the right word to complete each sentence.

endless

end

ending

fearless

fear

1 We walked to the  of the pier and looked across the sea.

2 I hoped the story would have a happy .

3 The old woman was  when she hit the burglar with her handbag.

4 I felt real  when the rollercoaster reached the top.

restless

rested

rest

helpless

help

5 I had a  night's sleep before the test.

6 We can  here before we climb the hill.

7 The mouse was  when the cat pounced.

8 Will you  me to wrap up this present?

**Task 3** - Read the information and complete the tasks

Sometimes we squash two words together to make one word.

**I have** got a pet rabbit.

**I've** got a pet rabbit.

**I** and **have** have been squashed together **Ihave**

**h** and **a** have been squeezed out **Ive**

An apostrophe has taken their place **I've**



Sometimes we squeeze out almost all of the letters in a word.

**We would** love to come with you.

**We'd** love to come with you.

**We** and **would** have been squashed together **wewould**

**w**, **o**, **u** and **l** have been squeezed out **wed**

An apostrophe has taken their place **we'd**



We call these contractions.

Read the sentences below. Circle the contractions. Write the two words that have been joined together.

I think <u>they've</u> gone without us.	they have
You've got odd socks on.	
I've nearly finished my drawing.	
Tell me what <u>you'd</u> like to eat.	you would
Ask them if they'd like some help.	
We'd love to jump in the pool!	



**Task 4** - Sentence writing

should have	could not	do not	I will	we are
should've	couldn't	don't	I'll	we're
could have	let us	they will	you have	would have
could've	let's	they'll	you've	would've
cannot	have not	must not	he would	does not
can't	haven't	mustn't	he'd	doesn't

Choose five different contractions. Use each one in a different sentence.

**Task 5** - When we add a suffix to a root word, we change its meaning.

We can add the suffix -ment to a verb to make a noun:  
enjoy + ment = enjoyment

All of these root words are verbs:

treat            amaze  
move            enjoy  
attach           punish  
judge            replace  
measure

Can you change the words below using your knowledge of root words and suffixes?

root word	root word + suffix -ment
move	movement
attach	
enjoy	
	amazement

root word	root word + suffix -ment
	government
	judgement
	punishment

root word	root word + suffix -ment
measure	
treat	
	replacement

**Task 6** - Choose the right word to complete each sentence.

treats

treatment

punishment

punish

punished

1 Mum  me to ice cream if I get a good report.

2 What sort of  did you get at the hospital?

3 The King said he would  anyone who stole.

4 Her  was that she could not go to the party.



amazed

amaze

amazement

move

movement

5 We were  when we saw the shooting star.

6 I watched in  as the acrobat performed.

7 I thought I saw a  in the bushes.

8 If you  your book, I can sit down.

**Task 7** - Practise spellings using suffixes -less and -ment

Spelling	1st attempt	2nd attempt	3rd attempt	4th attempt	5th attempt
toothless					
pointless					
careless					
helpless					
fearless					
measurement					
replacement					
attachment					
government					
amazement					

**Task 8** - Use each of the words from your spelling in tasks 7 in your own sentences.

E.G. The front tyre on my bike got a puncture so I had to get a replacement.