

Year 3 - Home Learning Pack 2

Hello Year 3! We are missing you here in class. I hope you enjoy this learning pack, which has lots of learning tasks relating to our curriculum for this half term. Remember that you can adapt any of the activities to suit you. Take your time with the pack, completing a few tasks from across the different subjects each day. Remember to read and practice your times tables as well as the divisions that go with them, every day. I am really looking forward to seeing your work.

English

Task 1 – Word Types – Prepositions

A preposition is a word that tells you where or when something is in relation to something else.

Examples of prepositions include words like after, before, on, under, inside and outside.

The house was on the hill beside a tree.

In this sentence 'on' and 'beside' are prepositions which show you exactly where the house was.

Circle the prepositions in the sentences below.

1. Due to the terrible weather, the football match was cancelled.
2. The schoolchildren stood by the bus stop.
3. Jamie received lots of presents at Christmas.
4. The cat slept in the shadow of a tree.
5. Slowly, soft clouds drifted through the sky.
6. Thanks to the beautiful weather, the Brown family had a great BBQ in the garden.
7. Jacinta found a good hiding place under the table.
8. Dad managed to park his car between two large trucks.

Task 2 – Punctuation

Choose the correct punctuation to punctuate the sentences below. You can edit them as they are or write each one out, correctly punctuated, on paper.

Fill in the correct punctuation in the sentences below. Remember capital letters, full stops, question marks, exclamation marks, commas, apostrophes and inverted commas.

1. would you like to come to my party asked james
2. stop that right now mum shouted
3. how do i get to the shops the old man asked
4. please behave yourself said mum or you wont have dessert
5. jessica wrote a shopping list for milk bread jam and butter
6. how much are your tomatoes enquired dad
7. i cant wait to go to london cried hussain
8. i went to the farm and saw sheep pigs cows and horses

Task 3 – Types of sentences

Write a command, a question, a statement and an exclamation about the picture shown below.



Statements

Statements are sentences which tell you something. They end with a full stop.

Rainbows have 7 colours. ★

They are beautiful to look at.

Questions

Questions are sentences that ask you something. They usually end with a question mark.

What did you have for dinner?

Commands

Commands are sentences that tell you to do something. They are found in instructions but can also be urgent or angry and can be very short.

Help me!
Please stop doing that.

Exclamations

An exclamation is a sentence beginning with 'What' or 'How'. It is a full sentence, including a verb, which ends with an exclamation mark.

What a dangerous mountain to climb!

What amusing children they are!

How kind of him to do that!

Make sure you punctuate each one correctly.

Task 4 – Homophones

there their they're

These words all sound the same, but they are spelt differently, and have different meanings.

'there' refers to a place or position.

The children are playing over **there**.

'their' is a possessive adjective. This means it shows ownership or belonging.

Their lunch was very tasty.

'they're' is a contraction. This means it is a shorter way of saying **'they are'**.

They're playing a game together.

They're all talking to **their** friends over **there**.

Complete these sentences using the correct homophone. The first three have been done for you.

1. "Look at the beautiful rainbow over there!" gasped Lydia.
2. The one with the white fence is their house.
3. Do you think they're hiding?
4. Put the book over _____ on the shelf.
5. _____ bus was running late.
6. The cold wind made _____ teeth chatter.
7. Could they be in _____?
8. Blue sweets are the best; _____ my favourites.
9. Ava and Lucas put _____ hands up at the same time.
10. Are you sure _____ not real?

Task 5 – Adverbs

Adverbs

An adverb is used to describe how, what, when, where and why a verb happens.

James **walked** **quickly** to the shops.
verb adverb
This explains how James walked.

Gavin **always** **rides** his bike.
adverb verb
This explains when Gavin rides.

Adverbs are added to the verb to describe the way something happens.
They often end in -ly but not always!



Adverb Word Bank

happily	tomorrow	next	soon	carefully	slowly
---------	----------	------	------	-----------	--------

1. Look at the sentences below. Circle the adverb in each one.

- a) He smiled cautiously.
- b) She frowned angrily.
- c) He walked to school quickly.
- d) Next, she looked for her coat.
- e) It would be his turn soon.



2. Use some of the adverbs below to complete these sentences. Use the **Adverb Word Bank** to help you.

- a) She ran _____ down the road.
- b) It will be my birthday _____.
- c) He wandered _____ home.
- d) _____, she had to wrap her brother's present.
- e) Her dad was coming to pick her up _____.

Task 6 – Sequence the events that happened in the story Stone Age Boy by numbering the pictures shown below from 1 to 12, to show the order they happened in the story.



Task 7 – Retell the story

Using the pictures from task 6, in the correct order, retell the story of 'Stone Age Boy' in your own words.

Sentence Openers

Time	Order	Where	To add information	Comparisons
One day	At first	In the middle of the...	Again	However
One morning	First	Under the bridge...	Also	Yet
One evening	Second	Over the bridge...	Another	Despite
After that	Third	In the distance...	Along with...	Still
After a while	Then	Far away...	For example...	Unlike
Before long	Last	In a far off land...	As well as	Even though
Afterwards	Finally	Inside of...		Although
As soon as	Next	At the end of...		Rather than
At last		On top of the...		
A moment later		Next to the...		
In the meantime		Nearby...		
Later on		Opposite the...		
Meanwhile				
Soon				
During				
Now				
Next week				
All of a sudden				



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Try to:

- write about each picture you have sequenced
- use a range of sentence openers
- use a range of sentence types
- use a range of punctuation
- include detailed sentences
- use adjectives to describe nouns

Task 8 - Asking Questions



Imagine if you could meet Om (the girl from the story). What would you ask her? Think of and write down 10 questions that you would ask about her life.

Remember to start your questions using one of the following question starters.

Who...

What...

Where...

When...

Why...

How...

Did...

Don't forget to use a question mark for each question.

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 – Hundreds, tens and ones

Using your knowledge of 100s, 10s, and 1s, complete the sentences below.

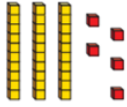
In the first set, you need to look carefully at how many tens and ones are shown. The yellow sticks are the tens and the red blocks are the ones. Then put them together to show the number.

In the second task, look at the three digit number shown. Think about how many hundreds, tens and ones are needed to make the whole number.

E.G. $537 = 500 + 30 + 7$

Complete the sentences.

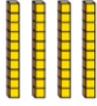
a)



There are tens and ones.

The number is

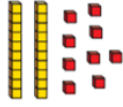
b)



There are tens and ones.

The number is

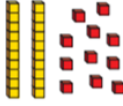
c)



There are tens and ones.

The number is

d)



There are tens and ones.

The number is

Complete the number sentences.

a) $432 = 400 + 30 + \boxed{}$

$435 = 400 + \boxed{} + \boxed{}$

$437 = \boxed{} + \boxed{} + \boxed{}$

b) $520 = 500 + \boxed{}$

$502 = 500 + \boxed{}$

c) $392 = 300 + 90 + \boxed{}$

$392 = 92 + \boxed{}$

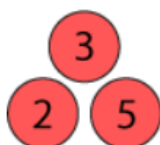
$392 = 2 + \boxed{}$

Task 3 – Problem Solving

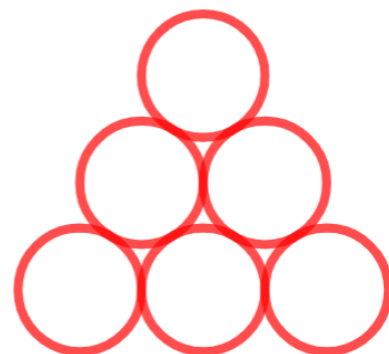
Place the numbers 1-6 in the circles so that each number is the difference between the two numbers just below it.

E.G.

$5 - 2 = 3$



1 4
2 5
3 6



Task 4 – Money - identifying coins and notes

Match the coin to its value.



20p



2p



50p



1p



10p



5p

Match the coin or note to its value.



£5



£1



£50



£20



£10



£2

Task 5 – Counting money.

Count the money shown to find the total of each row. Think carefully about how to count the coins using their value. E.G. When counting 10p coins count in tens to find the total amount of money.













Task 6 – Counting mixed coins and notes. Count the money in each row. Look at the value of each coin or note when you are adding them.









Dora has this money.



Ron has this money.



I have more money because I have notes.



Is Ron correct? _____

How do you know?

Task 7 – Money - Pounds and Pence

£ - this is the pound symbol
p - this is the pence symbol

For this task, you need to know how many pennies make one pound.

$$100\text{p} = \text{£}1$$

So if you had one hundred penny coins, this would be the same as having one pound coin.

$$200\text{p} = \text{£}2$$

$$300\text{p} = \text{£}3$$

$$400\text{p} = \text{£}4$$

But what about if you had 345p?

We would then have to use our knowledge of $\text{£}1 = 100\text{p}$ to work out how many whole pounds are in 345p.

There is a 3 in the hundreds column which represents 300 - this means there are 3 whole pounds (£3).

There is a 4 in the tens column which represents 40p and a 5 in the ones column which represents 5p.

So 345p is the same as £3 and 45p.

Write each amount in pounds and pence.

a) $274\text{p} = \text{£} \square$ and $\square \text{p}$ b) $592\text{p} = \text{£} \square$ and $\square \text{p}$

$374\text{p} = \text{£} \square$ and $\square \text{p}$ $591\text{p} = \text{£} \square$ and $\square \text{p}$

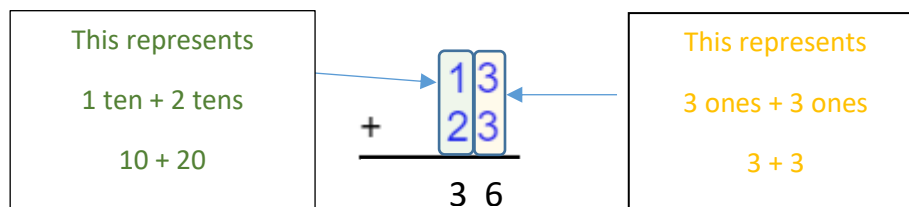
$474\text{p} = \text{£} \square$ and $\square \text{p}$ $590\text{p} = \text{£} \square$ and $\square \text{p}$

Task 8 – Column Addition - no carrying

If you are unsure of how to add using column addition, use the link below which explains adding using the column method.

[Addition in Columns \(mathsisfun.com\)](http://mathsisfun.com)

Remember to add the digits in the ones column first. Then add the digits in the tens column but remember, the digits in each column represent how many tens and ones there are. E.G.



The answer is recorded as shown above.

Write each amount in pounds and pence.

Complete the additions.

a)

		T	O
		5	1
	+	1	2

b)

		T	O
		1	2
	+	1	5

c)

		T	O
		1	7
	+	8	2

d)

		T	O
		6	3
	+	1	2

a.				b.				c.				d.				e.			
	1	4			5	2			5	4			3	2			1	0	
+	2	3		+	4	1		+	4	5		+	3	2		+	4	4	
f.				g.				h.				i.				j.			
	5	4			7	4			6	3			2	1			3	8	
+	3	2		+	2	1		+	2	4		+	3	7		+	3	1	

If you have understood adding 2 two-digit numbers, have a go at 3 digit numbers. Start with the ones, then the tens, then the hundreds.

273 +514 ____	451 +225 ____	304 +463 ____	615 +172 ____
153 +716 ____	805 +102 ____	572 +213 ____	531 +267 ____
202 +236 ____	370 +116 ____	622 +375 ____	312 +251 ____

Task 9 – Column Subtraction

This is similar to column addition as the tens and the ones are set out in columns but this time you need to take away the bottom number from the top number. The first question has been completed for you.

Complete the subtractions.

a)

	T	O
	5	2
-	1	1
	4	1

5 tens - 1 ten = 4 tens

2 ones - 1 one = 1 one

b)

	T	O
	1	5
-	1	2

c)

	T	O
	8	7
-	3	4

d)

	T	O
	6	3
-	5	2

a.			b.			c.			d.			e.		
	3	3		2	5		1	6		2	7		2	9
-	1	1	-	1	3	-	1	0	-	1	6	-	1	2
f.			g.			h.			i.			j.		
	2	6		3	2		2	9		4	2		2	7
-	1	3	-	2	0	-	1	4	-	1	2	-	2	3

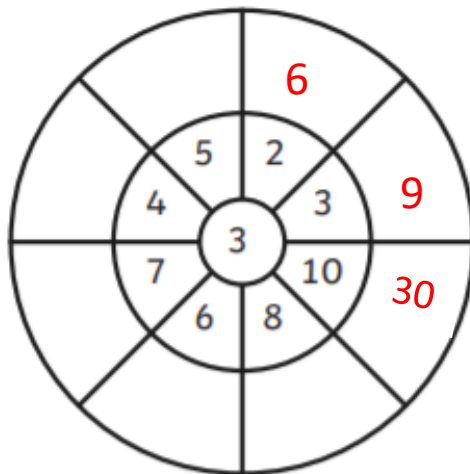
If you have understood subtracting 2 two-digit numbers, have a go at 3 digit numbers. Start with the ones, then the tens, then the hundreds.

1.		5	6	9	2.		3	4	6	3.		7	7	4
	-	3	1	5		-	1	2	5		-	4	5	3
4.		6	5	2	5.		6	2	8	6.		5	7	3
	-	4	2	0		-	3	0	5		-	5	1	2
7.		8	3	2	8.		5	9	9	9.		2	9	8
	-	2	3	2		-	4	6	7		-	1	3	6
10.		6	8	7	11.		9	8	8	12.		7	6	8
	-	4	7	1		-	5	7	5		-	2	5	1

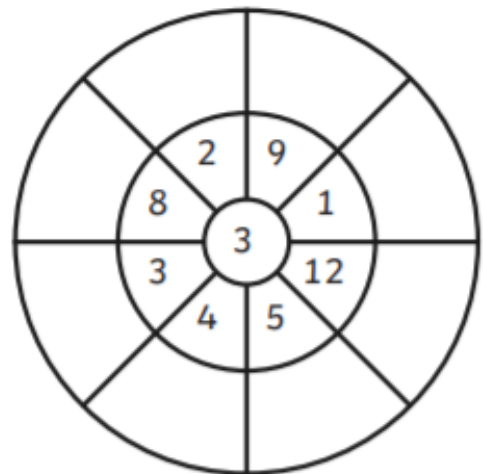
Task 10 – Times Tables

Fill in the missing spaces on each wheel using your three times table facts. The first few of wheel 1 have been done for you as an example.

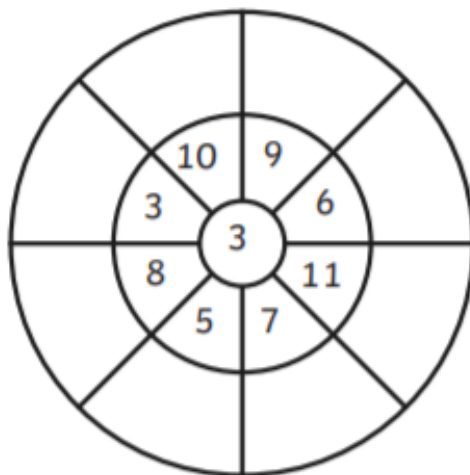
1.



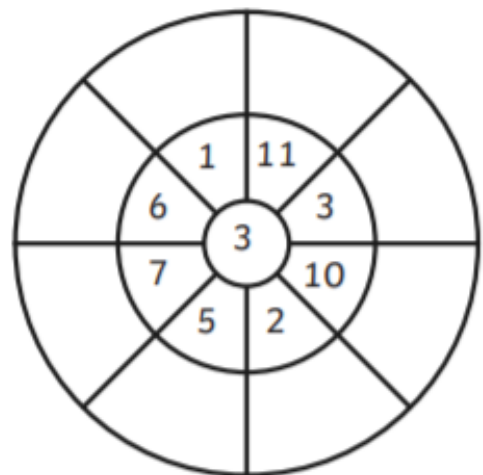
4.



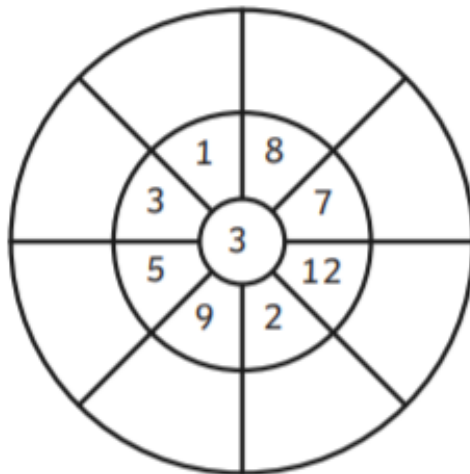
2.



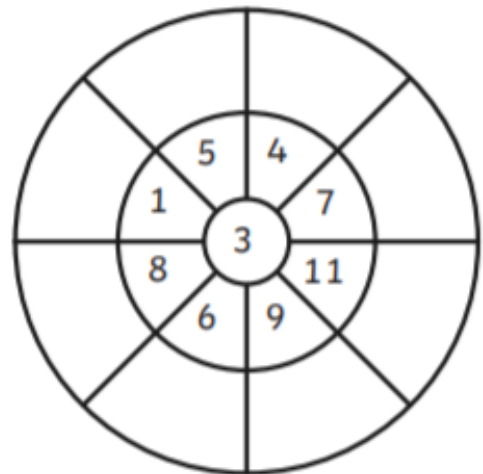
5.



3.



6.



The Stone Age

The Stone Age covers a span of over 3 million years! It started when the first human-like animals came into existence. These early humans first arrived in Britain more than 800,000 years ago.

When Was the Stone Age?

The Stone Age is split into three time periods:

- Palaeolithic – around 3,000,000BC
The earliest people used simple tools.
- Mesolithic – around 10,000BC
People lived as hunter-gatherers, constantly on the move to survive.
- Neolithic – around 4500BC to 2400BC
Farming began, pottery was made and villages were built.



Why Is It Called the Stone Age?

During this time, stone was the main material used to make tools and weapons with a sharp edge or point.

Where Did Stone Age People Live?

Palaeolithic and Mesolithic Eras

Some early Stone Age people lived in caves. Evidence of humans sheltering in caves has been found by archaeologists, who discovered cave paintings of ancient animals.

However, most Stone Age people are thought to have lived in tents made with wood or animal bones and animal skins. There is evidence that the floor was covered with a layer of moss, reeds and other soft plant materials.

Neolithic Era

Stone Age people stopped travelling and began to settle in villages. There is evidence of settlements, such as the one at Skara Brae, often made up of simple roundhouses built from stone. These houses had beds, storage shelves and a fireplace in the middle.

What Did Stone Age People Eat?

Stone Age people were initially hunter-gatherers. They ate nuts, berries and fruits that they had gathered and meat and fish that they had hunted.

Animals were much bigger during this time so hunting them would have been hard work. They would, however, provide enough food for a village.

During the Neolithic era, Stone Age people became farmers. This meant that they grew much of the food they needed for their village.

What Did Stone Age People Wear?

After animals were hunted, their skins would be removed before the meat was eaten. These would be cleaned using stone tools and then washed.

Men, women and children wore similar clothing:

- a tunic made from two pieces of rectangular animal skin – bound (or later sewn) together with a hole for the head;
- a belt, possibly made from grasses;
- simple leather shoes;
- jewellery might be added for decoration.



Task 2 – Answer the questions about the text

1. Which of these did Stone Age people wear? Tick **two**.

- ☐ a tunic
- ☐ a hat
- ☐ a belt
- ☐ a skirt

2. Join the boxes to show where people lived during which time period.

Palaeolithic

tent

Mesolithic

cave

Neolithic

roundhouse

3. Which of these were foods of Stone Age people? Tick **three**.

- ☐ nuts
- ☐ berries
- ☐ fish
- ☐ cheese

4. When was the Neolithic era? Tick **one**.

- ☐ 3,000,000BC
- ☐ 10,000BC
- ☐ 4500BC to 2400BC
- ☐ 800,000BC

5. During which time did Stone Age people begin to settle in villages?

6. Find and copy the materials that were used on the floor of tents during the Mesolithic era.

7. Would you have enjoyed living during the Stone Age? Give a reason for your answer.

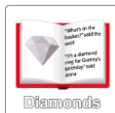
Task 3 – Purple Mash reading activities.

- Log in to Purple Mash

- Click on Serial Mash



- Click on Diamonds



- Select the story 'The Secret of the Sandcastle'.



- 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

- Know how Jesus called people to turn away from sin and think about why this is important.

What is sin?

Sin is when we fail to love God and others. It is when we choose to do something hurtful to another person. It is when we deliberately choose to do something that we know is wrong. For example when we tell a lie.



Task 1 - Look at the picture and answer the questions.

Why wasn't the broken window an accident?

Why do you think the boy chose to tell a lie?

What might have happened if he had owned up?

God's Love

God is waiting to help us. We know, for certain, that God will always forgive us if we are sorry for our sins. We can say 'sorry' to God at any time. When something bad happens that is not our fault, it is **not** a sin.

Task 2 – Look at these two examples. For each one, explain why it **was** or **was not** a sin.

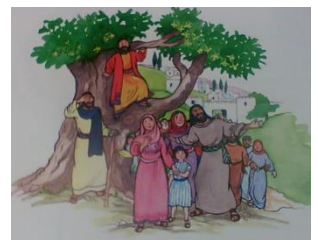
- a) Sophie's mum left a precious vase on the table. Sophie was cleaning the table, knocked over the vase, it landed on the floor in tiny bits.
- b) John wanted to use the computer but his brother got to it first. John was furious and gave him a very hard punch.

Task 3 – Read the story - Zacchaeus meets Jesus

When Jesus lived here on Earth, he helped many people to change their lives for the better. He helped them to stop being selfish, because being selfish only made them and other people unhappy. He showed them how they could change and how they could make things right again.

One of the people Jesus helped was a man called Zacchaeus. Zacchaeus was a 'sinner' - he was selfish and did not show love to those around him. He was a tax-collector and was taking more money from people than he should have done.

Zacchaeus had become very rich because he was dishonest and treated people unfairly. He wanted to know about Jesus who was coming to his town. Zacchaeus was short and couldn't see anything over the heads of the crowd.



So Zacchaeus climbed a tree to get a better view. As Jesus passed, he saw him up in the tree and said, "Come down Zacchaeus. I want to stay in your house tonight."



Zacchaeus was amazed that Jesus should choose to eat in his house because he was a sinner! Quickly, he slid down the tree, took Jesus home and they had a wonderful meal together.

But some people in the crowd were very angry about this. They could not understand why Jesus would choose to be friends with a sinner. Zacchaeus, on the other hand, was very happy. He knew there was something amazing about Jesus, something that made him want to change and become a better person.

There and then, he decided that he would not cheat people any more. He was sorry that he had ever done so. To make things right, he promised to pay back all the money he had made by cheating people. Also, he decided to give a lot of money to the poor.



Zacchaeus changed when he met Jesus. He no longer sinned. Instead of thinking just about himself, he thought of other people and how he could help them.

Task 4 - Answer the questions about the story

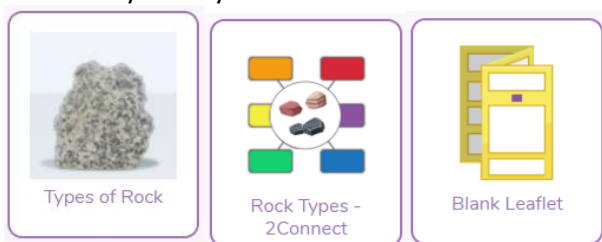
1. Imagine you are part of the crowd. How did you feel when you saw Jesus going to Zacchaeus' house?
2. What do you think Jesus said to help Zacchaeus become a good person?
3. After meeting with Jesus, how did Zacchaeus' life change for the better?
4. Choose one part of the story. Write a play-script for it.

Science

Rocks

Task 1 - There are three main types of rock. These are sedimentary, igneous and metamorphic. Find out as much as you can about each type of rock.

Create a poster or leaflet about how each type of rock is formed. You can either write on paper or use one of the Purple Mash apps such as those shown below. These have all been added as '2dos' on Purple Mash but you only need to choose one of them to complete.



Task 2 - Look up where sedimentary rocks (like chalk and sandstone), metamorphic rocks (like slate and marble) and igneous rocks (like basalt and granite) can be found in the UK.

Show these locations on the UK map included below.

You will need to think of a way to show the different rocks found in different places – this could be by creating a key. You could use a different symbol or a different colour to represent the rocks found in each location.

Key



Igneous Rocks

Sedimentary Rocks

Metamorphic Rocks



Skara Brae

Skara Brae can be found on the Orkney Islands off the north of Scotland,
Skara Brae is a one of Britain's most fascinating prehistoric villages.

Task 1 - Find out about Skara Brae

What is Skara Brae?

Why is Skara Brae important?

What were the houses like?

What did the people of Skara Brae do?

How was Skara Brae discovered?

You could use the National Geographic Kids website by clicking on the link below.

<https://www.natgeokids.com/uk/discover/history/general-history/skara-brae/>

Task 2 - Plan a Stone Age Settlement.

The picture below shows the layout of Skara Brae. Using what you have found out about Skara Brae through your research, plan your own Stone Age settlement. Think about what can be found at Skara Brae and incorporate these things into your own plan.

What Is at Skara Brae Today?

At Skara Brae now, we can see the remains of 8 ancient houses, joined together by low, covered passages.

For over 4000 years, the houses were covered over with sand. This sand protected the houses from the weather so today they look almost like they did over 4000 years ago!



Photo courtesy of S Marshall (@commons.wikimedia.org) - granted under creative commons licence - attribution

Task 3 - Make a 3D model of your settlement

Using any materials that you may have at home, create a 3D model of your settlement from Task 2. You could make your settlement using a range of different things such as empty food packaging, play dough, salt dough, lego bricks, blocks, play sand or natural resources such as real rocks and stones.

Make sure you send a photo of your completed model.

Art

Cave Paintings










Task 1 – Design your own cave painting by drawing it using pencil. Think about what animals and objects you want to include. You can use ideas from the pictures of cave painting that you have seen already and the ones shown below.



Task 2 –

Create your own cave painting using any art materials that you have at home. It could be a pencil drawing, felt pens, crayons, colouring pencils, 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 as original cave paintings would have used natural colours.

PE	<div data-bbox="261 199 526 468">  <p>Many people feel more relaxed and positive after exercising.</p> <p>It can help people to sleep better.</p> </div> <p>Keep up with your exercise by being as active as you can. Remember, it's super important to make sure we stay active. This will help lift up your mood and boost your energy levels. Try to make sure you are getting some exercise each day, Joe Wicks will be doing his exercise routines Monday, Wednesday and Friday at 9am, why not join him for a workout. You could also go for a walk each day.</p>
Computing	<p>Log in to Purple Mash and go to the 2Do section.</p> <div data-bbox="261 568 427 741">  <p>2Dos</p> </div> <p>Within the 2Do section you will find the following coding activities to have a go at. The last two (Traffic Lights and Guard the Castle) are a little more challenging than the first four.</p> <div data-bbox="261 837 1249 1025"> <div data-bbox="261 837 416 1025">  <p>Bubbles</p> </div> <div data-bbox="432 837 587 1025">  <p>Snail Race</p> </div> <div data-bbox="603 837 758 1025">  <p>Magician</p> </div> <div data-bbox="774 837 928 1025">  <p>Jumping Monkey</p> </div> <div data-bbox="944 837 1099 1025">  <p>Traffic lights</p> </div> <div data-bbox="1115 837 1249 1025">  <p>Guard the Castle (Gibbon)</p> </div> </div> <p>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.</p> <div data-bbox="277 1160 411 1263">  </div> <p>You can access a wide range of resources on Purple Mash for Reading, Writing and Maths too.</p> <p>Monster Multiplication is an excellent way to have fun practising your times tables. Why not try it out?</p>

Spellings	<p>Task 1 - Read the information below</p> <p>“Greetings fellow Star Spellers. Such excitement in the Spelling Zone! We had a meteorite storm right over the space station. We all had to spring into action to protect ourselves. Luckily only one section of the station was damaged.</p> <p style="text-align: center;">This was the news flash we were given.”</p> <p style="text-align: center;">“Attention! Meteorite storm on its way. All crew to take action to protect their own section of the space station.”</p> <p>Did you notice that there are lots of words with the sh sound in them in that news flash? Here they are:</p> <p style="text-align: center;">attention action section station</p> <p style="text-align: center;">It is ti that is making the sh sound. Let’s explore more...</p> <p style="text-align: center;">The sh sound can be spelt ti in the middle of words.</p> <p style="text-align: center;">sh ti</p> <p style="text-align: center;">ti is followed by on to make the ending -tion, which sounds like shun.</p> <p style="text-align: center;">station lotion action fiction motion nation section attention caption option</p> <p>Task 2 - Can you change the words below using your knowledge of root words and suffixes?</p>
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root word	suffix	root word + suffix
station	-s	stations
	-s	lotions
	-al	national
	-al	emotional

root word	suffix	root word + suffix
potion	-s	
caption	-s	
section	-s	

root word	suffix	root word + suffix
	-s	ambitions
	-al	fictional
option	-al	

Task 3 - Choose the right word to complete each sentence.

actions

action

option

optional

options

1 Can we watch an film?

2 I know all the that go with that song.

3 There were several to choose from.

4 Chocolate flakes on the ice cream are .

emotion

emotions

emotional

potion

potions

5 The sad film made me feel .

6 We could hear the in the man's voice as he spoke about the war.

7 How many are on that shelf?

8 The character drunk the to make them invisible.

Task 4 - Sentences

Ask someone in your household to read these sentences for you to write down.
When doing this activity make sure you don't peek at the sentences.

*The motion of the train made me
fall asleep.*

She stared in amazement.

I can read the caption.

Task 5 - These are the Year 3 and Year 4 Spellings. Read through the words to see how many you can read on sight - This means without sounding out. Practise any words you are unsure of. Choose a few words each day to practise spelling.

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Task 6 - Spellings and handwriting practise. Trace and then copy the words shown (all of the words that begin with 'a' from task 5).

Look	Trace	Copy
accident	accident	
accidentally	accidentally	
actual	actual	
actually	actually	
address	address	
answer	answer	
appear	appear	
arrive	arrive	

Task 7 - Look at the words shown below. They all end in the letter **y**.

body copy
lady family

baby carry
cry spy
try fly
reply multiply

They also all have consonants before the letter y.

Here they are:

body copy
lady family
baby carry
cry spy
try fly
reply multiply

If I need to add -es, I have to swap the y for an i first.

baby babies

For example:

Is there just one baby or are there lots of babies?

I rely on my friend but she relies on me too!

Task 8 - Can you change the words below using your knowledge of root words and suffixes?

root word	root word + suffix -es	root word	root word + suffix -es
lady	ladies		babies
hobby		fry	
reply		carry	
	spies	body	

root word	root word + suffix -es	root word	root word + suffix -es
	cries		multiplies
fly			families
try		copy	

Task 9 - Choose the right word to complete each sentence.

families

family

copy

copies

1 My likes to eat pizza.

2 There were lots of at the picnic.

3 I want to your dance.

4 Mum is going to print out of the invitation.

carrying

carries

carry

spy

spies

5 Zane is my football boots for me.

6 I offered to Mum's suitcase.

7 The put on her disguise.

8 The Queen gave secret orders to two of her .

Task 10 - Practise spellings using suffixes -tion and -es

Spelling	1st attempt	2nd attempt	3rd attempt	4th attempt	5th attempt
station					
emotion					
caption					
section					
fiction					
hobbies					
ladies					
flies					
carries					
spies					

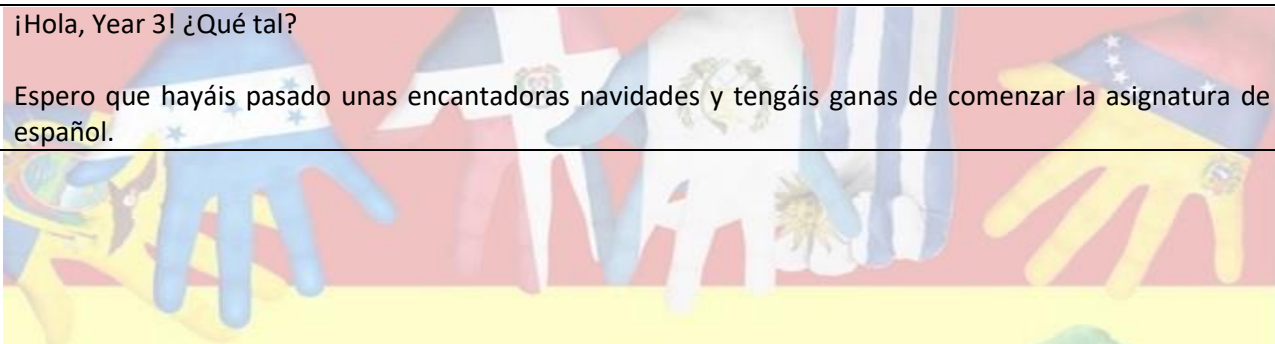
Use each of the words from your spelling in your own sentences.

E.G. The train arrived at the station.

Spanish

¡Hola, Year 3! ¿Qué tal?

Espero que hayáis pasado unas encantadoras navidades y tengáis ganas de comenzar la asignatura de español.



Os he adjuntado la presentación de "Coser y cantar" que, aunque ya la hemos visto en la clase, considero que es necesario que la volváis a mirar con tranquilidad, repitiendo despacio las palabras que vais leyendo o escuchando en los audios y que más tarde intentéis hacer los ejercicios.

En este tema vamos a repasar algunas frases clave para usar en el aula, los números, días de la semana y vocabulario.

Mucho ánimo, ¡estoy segura de que lo bordaréis!

I hope you had a lovely Christmas and are looking forward to starting your Spanish subject!

I have attached the presentation of "Coser y cantar". Although you have already seen it in class, I consider it necessary you see it again to refresh yourselves due to the break. Please, slowly repeat the words you are reading or hearing in the audio clips, you will later try do the exercises using these words.

In this topic we are going to review some key phrases to use in the classroom, numbers, days of the week and vocabulary.

Sure you will do very well!

Mrs Anzar

The presentation can be found on the website – Year 3 Home Learning Spanish Presentation.