

## Year 3 Terms 1&2: Home learning


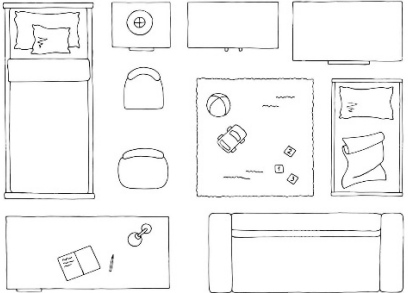
Each week children will need to complete a few pages from the CPG books that have been given out. Below are the details of which book and the relevant page numbers to complete each week – this will alternate between the Grammar, Punctuation and Spelling (GPS) and Maths books, with the exception of spellings, which are to be completed weekly.

Once children have had a go at the pages, please support them to check their answers (these can be found at the back of the book). If corrections are needed, please encourage your child to see if they can explain to you where they went wrong, as this is a great way for them to deepen their learning. We all make mistakes, but sometimes the best learning is from talking about why they were made – so please encourage this from home too!

You can also select a creative task from the following page every two weeks (or more if you wish) to complete. We hope that you enjoy your tasks and we can't wait to see what you produce!

| <b>Term 1</b> |                            |                                      |                             |   |
|---------------|----------------------------|--------------------------------------|-----------------------------|---|
| <b>Week</b>   | <b>Week beginning</b>      | <b>Spelling Pages (in GPS Book)</b>  | <b>GPS Pages</b>            | <b>Maths Pages</b>                                      |
| 1             | 11 <sup>th</sup> September | 72: Suffixes – 'ing' and 'ed'        | 4 & 5: Nouns and Adjectives |   |
| 2             | 18 <sup>th</sup> September | 73: Suffixes – 'ing' and 'ed'        |                             | 6 & 7: Place Value and Reading and Writing Numbers      |
| 3             | 25 <sup>th</sup> September | 68: Prefixes – 'un', 'dis' and 'mis' | 6 & 7: Articles             |   |
| 4             | 2 <sup>nd</sup> October    | 69: Prefixes – 'un', 'dis' and 'mis' |                             | 8 & 9: Counting in Multiples and 10 or 100 More or Less |
| 5             | 9 <sup>th</sup> October    | 94: Homophones                       | 8 & 9: Verbs                |   |
| 6             | 16 <sup>th</sup> October   | 95: Homophones                       |                             | 10 & 11: Ordering and Comparing Numbers                 |

| <b>Term 2</b> |                           |                                     |                                   |   |
|---------------|---------------------------|-------------------------------------|-----------------------------------|---|
| <b>Week</b>   | <b>Week beginning</b>     | <b>Spelling Pages (in GPS Book)</b> | <b>GPS Pages</b>                  | <b>Maths Pages</b>                                |
| 1             | 30 <sup>th</sup> October  | 90: Plurals                         | 10 & 11: Adverbs                  |   |
| 2             | 6 <sup>th</sup> November  | 91: Plurals                         |                                   | 22 & 23: Mental Addition and Mental Subtraction   |
| 3             | 13 <sup>th</sup> November | 70: Prefixes – 're' and 'anti'      | 14 & 15: Phrases and Noun Phrases |   |
| 4             | 20 <sup>th</sup> November | 89: Word Families                   |                                   | 24 & 25: Written Addition and Written Subtraction |
| 5             | 27 <sup>th</sup> November | 92: Possessive Apostrophes          | 24 & 25: Prepositions             |   |
| 6             | 4 <sup>th</sup> December  | 93: Possessive Apostrophes          |                                   | 26: The 3,4 and 8 Times Tables                    |

|   |  |
|---|--|
| <p>Learn a poem for National Poetry Day (5.10.23) which you will perform in front of your class! (If you really don't want to perform in front of the class that is okay. You can just recite your poem to your teacher or learning support assistant instead). You can add actions, bring in props, do different voices when performing it- whatever you think will entertain your audience!</p> | <p>Celebrate the European Day of Languages (26.9.23) by showing off the Spanish greetings you have begun learning this term:</p> <ul style="list-style-type: none"> <li>• Hola; adiós; hasta luego</li> <li>• ¡Buenos días! ¡Buenas tardes! ¡Buenas noches!</li> <li>• ¿Cómo te llamas? Me llamo ....</li> <li>• ¿Qué tal? Bien, muy bien, regular, mal, fatal, fenomenal</li> </ul> <p>You might even want to have a go at this Supermover with your family - <a href="https://www.bbc.co.uk/teach/supermovers/ks1--ks2-mfl-spanish-greetings-with-ben-shires/zfksqp3">https://www.bbc.co.uk/teach/supermovers/ks1--ks2-mfl-spanish-greetings-with-ben-shires/zfksqp3</a></p> |
| <p>Can you make a game that will help you learn your Times Tables?<br/>Can you share it with a friend?<br/>Do you notice any patterns?</p>  | <p>Create a time line that starts from the Stone Age/Bronze age and iron age.<br/>Can you add pictures to help explain the different times? What facts can you add to your timeline?</p>   |
| <p>Find out what the sign or symbol of your county is and draw it. Why was it chosen? What does each part represent? Label your picture to show what you found out.</p>   | <p>Make a model of a Stone Age house/dwelling.<br/>Can you use materials that would have been available in the Stone Age?</p>  |
| <p>Write a list of at least 5 questions that you would like to ask a Stone Age person.<br/>What would you like to know?</p>   | <p>Research your favourite animal to find out about their skeletons (remember the three different types – Endoskeleton, Exoskeleton and Hydrostatic skeleton) Can you explain what jobs some of the bones do?</p>  |
| <p>Research the types of food that was available to Stone Age people. Either draw a Stone Age feast or write a recipe using foods that Stone Age people had access to.</p>  | <p>Can you find out 10 amazing facts about the bones in a human skeleton?<br/>Create a factual poster to show what you have learnt.</p>  |
| <p>Create a collage based on the work of Henri Matisse.</p>    | <p>Create an aerial plan for your bedroom. Remember to ensure it's from a bird's eye view.</p>   |