

Lostwithiel Primary

School

Beech Class



**Home Learning Booklet**

Year 3

Autumn 1

2021/2022

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 encouraged to practise your times tables. We will have a spelling test on **Fridays.**

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 **Tuesday** each week and your home learning book will be given out again on Friday.

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

Mr Boxall (class teacher)

Miss Doney (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 Homework

It is important to bear in mind that apart from the ‘common exception words’ children are learning the letter string, sound or spelling rule, not the specific word. For example, when learning words with the -ay letter string (and they are given day, play, say, way, stay) we might also test to see if can they also spell may and bay!

Children will be given spellings from the list to learn and tested on these regularly.

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 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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| Stone Age creative activity grid |
| Visit the library and find some non-fiction books about the Stone Age. Read them at home and bring them in to tell us about what you found out. | Sew or make a Stone Age outfit for a teddy bear or toy. Ask parents/carers to help with threading needles and cutting. Bring them in for a prehistoric fashion show! | Find out what a prehistoric bolas was and what is was used for. Can you make one? |
| Set up an archaeological dig in your garden. Ask a parent or carer to bury some ‘artefacts’ and try and find them! | Research stone circles on the internet. Find out how they were made and who would have used them. Remember internet safety guidelines! | Try some Stone Age cooking! Look on line for recipes that include the sorts of food prehistoric people would have eaten. Bring some in for us to taste! |
| Imagine you have been whisked back in time to the Stone Age. You have been allowed to take one object from 2021. Write about what you would take and why. | Make a clay pot, bowl or beaker out of air drying clay. Can you make it water tight and drink out of it? | Make a short film about an aspect of the Stone Age that interests you. Email a copy to school so we can all watch it in class! |
| Draw a picture of a Stone Age family Think about their clothing and what tools or weapons they might have with them. | Create a Stone Age themed board game. Teach friends or family how to play. | Create a comic strip based on the book ‘Ug’. What would you try to improve if you lived in the Stone Age? |

**Spellings**

(common exception words are in red)

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| --- | --- | --- | --- | --- | --- |
| Week 2 (17.09) | Week 3 (24.09) | Week 4 (01.10) | Week 5 (08.10) | Week 6 (15.10) | Week 7 (22.10) |
| Words with the prefix un, dis and in | Words with the prefix im and in | Words with the suffix -ous | Words with the suffix -ly |

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| Words ending in -ture |

 | Adding –ation to verbs to form nouns |
| incompleteinvisibleincapabledishonestdisapprovedisagreedisappearunkindunlockunsafearrivebelieve | impatientimpoliteimpossibleimmoralincapableincompleteincorrectindependentinvisibleinfrequentguideheard | dangerousjealousnervousenormousfabulousgenerouspoisonousvenomousridiculoustremendousbuildcaught | badlycarefullycomicallycompletelycuddlyfeeblyfinallygentlypolitelysimplyremembersentence | adventurecreaturecapturedeparturefeaturemixturefracturefurniturenaturepicture | admirationexplanationexplorationinformationobservationpreparationrealisationtemptationseparationsensation |

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

It is important that you know the multiplication and division facts for the 2x, 3x, 4x, 5x, 6x, 8x and 10x by the end of Year 3.

They help not only with multiplication and division calculations but enable you to work more fluently with fractions-which now comprise a large part of the maths curriculum.

Practise your timetables as much as possible at home!

Learning Times Tables

It can be difficult at the start. These suggestions will help you learn your times tables more easily.

* 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)
* There are lots of 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!**