**Year 3 Spellings and Homework: Summer 2021 2nd Half Term**

**Issued on: Friday 11th June Due in: Monday 12th July**

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| **Maths** | |
| **Target 1: To recall multiplication and division facts confidently and quickly from the 2x, 3x, 4x, 5x, 6x, 7x, 8x, 9x, and 10x tables.**  **Target 2: To be able to partition numbers up to 1000, in a variety of ways.**  **Target 3: To add and subtract number bonds mentally, up to a total of 20.**  **AND/OR**  **To add and subtract 2-digit numbers mentally (harder).**  We would like children to continue to develop their rapid recall of number bonds and times tables, mental calculations, and partitioning. Some are the same, but some are new. Please continue to support us, by encouraging your children to take an active role in their learning. Here are some **suggested** activities to record in the orange Homework Book – you do not have to do them all, and in fact you could choose activities that are not listed here, if they meet the above targets. **Remember – house points are awarded for all evidence of homework practice completed for all targets.**  Useful websites include:   * <https://www.topmarks.co.uk/maths-games/daily10> - great for all three targets, easily adjustable, quickfire mental maths number bonds, place value, all four operations. Work up to level 3 (year 3), and use level 1 and 2 for support if level 3 is too challenging.. * And obviously, please also continue to regularly complete ***Times Tables Rock Stars!*** Class teachers will be checking regularly to see evidence of participation Challenge your friends or teachers to a TTRS Rockslam! * **NUMBOTS** – <https://play.numbots.com/#/account/school-login-type> - all children now have a logon for this number bond developer. This is a subscription site, paid for by school. * <https://mathsframe.co.uk/en/resources/category/5/partitioning_and_place_value> - This website has some free content but also provides some subscription content. See website for details. * <https://www.topmarks.co.uk/> - A great website for free content! Choose multiplication and then the number. The following links are all on TopMarks: * <https://www.mathschase.com/times-tables/> | |
| **Spellings - to be tested w/c 12th July** | |
| Set 1 (Year 2 word list)  any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas, everybody, even | **Set 2 (Year 3 word list)**  **describe, mention, answer, appear, actually, extreme, certain, height, history, imagine, increase, island, important**   |  | | --- | |  | |
| For spellings, the number of words has increased, to accommodate for time lost due to lockdown. Some are words that should already be known. Children can learn and be tested on both sets of words if they wish. However, **your child’s recorded score will be for the set they have been allocated by their teacher**. To help your child learn these, you could use activities from the Spelling Menu sheet, or:   * Try the following for its ***free*** content: <https://spellingframe.co.uk/guest/create-word-list>   Here, you can create a spelling test online, using custom words from your list. The program reads out sentences, breaks the words up and is very clear. To access, click the link and select the ‘CREATE NEW’ button. Then click ‘SAVE’ once you’ve typed in all your words. Then click the link you created, which looks something like this: <https://spellingframe.co.uk/guest/word-list/111677> (near the top of the page). Try the spelling test.   * Remember to record all spelling practice in your Orange Homework book, for house points! | |
| **Reading** | |
| 1. As before, children need to read at home preferably **every** day. 2. They need to show evidence of reading at home with an adult **at least three** **times a week.** 3. **Reading books and Reading Diaries need to be in school everyday**. 4. Children, you should **allow parents to record entries in your Reading Diaries and sign it.** 5. **These will be checked weekly by a member of staff.** 6. House points will be awarded for each parental entry in the Reading Diary. 7. If you like stories, use **Fiction Express!** (this resource has been paid for by your school) | |
| **Olympics Project – due Monday 12th July (but can be earlier if you like!)** | |
| **We will try to create a display of your work, so please do not stick it into your Homework book!**  Although they may not go ahead, the Japan Olympics are fast approaching. Therefore, we would like you to create an Olympic project of your choice, (minimum A4-sized, if written) about the Olympics. This can be based on one or more of the following ideas:   * The Olympics in general and their history – what are they, how did they begin, when, where, by whom, fun facts about the Olympics. * An Olympian who inspires me – who are they, why are they a brilliant Olympian, what event did they do and what did they win, how do they train, what led them to become an Olympian, what makes them so special to you, what is so special about them? Include pictures of their achievements. * Create a (reasonably-sized) model of your favourite Olympic stadium, or Olympic event, using any materials you have (paper, card, Papier Mâché, wood, string, glue, Sellotape etc) (e.g., Bird’s Nest Stadium – Beijing or Queen Elizabeth Stadium – London, or create a model rowing lake or equestrian event, complete with boats and horses) * Draw or paint a piece of Olympic art (minimum A4 size – an athlete, an event etc).   **As usual, if you have any questions or ideas for the project which are not listed above, please approach your class teacher for advice.** | |
| **PE Reminders** | |
| **Please bring in normal PE kits on a Monday** and take home on a Friday.  **Swimming Dates:**  **Monday 14th June (2pm): Yellow and Green house ONLY**, will be swimming at Newport Pool  **Tuesday 15th June:** All Y3 children swimming at school.  **THEN**  **Monday 21st June:** All Y3 children swimming at school.  **Monday 28th June:** All Y3 children swimming at school.  **Monday 5th July:** All Y3 children swimming at school.  **Monday 12th July:** All Y3 children swimming at school. | |