



### Year 3 Homework: Autumn 2nd Half Term

Issued on: Thursday 7<sup>th</sup> November 2024, Due in: Thursday 12th December 2024

As much work as possible should be completed regularly at home, in the Homework book issued in class. Please remember - all work at home will be celebrated and rewarded!

#### Maths

**Target: To improve confidence around multiplication tables.**

Soon, we will be looking at multiplication and division in class. A strong knowledge of multiplication facts and division facts will help support this teaching. Initially, we would like your child to focus on the 3x, 4x, 6x, 8x times tables as these have been identified as key tables for year 3. Children should already have knowledge of multiplication facts for the 5x, 10x, and 2x tables from KS1.

As well as regular recalling of tables you may wish to:

- Create your own times table fact sheet
- Listen to times tables songs or use other online games
- Use TTRS regularly to improve all tables and increase coins.
- Use 'studio' on TTRS to focus on improving speed of recall around tables.

#### English

**Target: To add detail, by making deliberate, ambitious word choices.**

During our English work in school, we study how a sentence can be made more interesting by adding extra detail, by using adjectives to describe nouns (objects) and by describing where something is (prepositional phrases). Follow these steps and the example to help build sentences and understanding. Develop your sentence on each line of your book to show development.

1. Start with a **noun** and the word 'The'. Remember the capital letter should **look** like a capital!
2. To make it a sentence, add a **verb** (a doing word) - don't forget the full stop.
3. Then describe the noun with one or two **adjectives**. If you use two, remember to separate them with a **comma**.
4. Describe **how** the action is being done with an **adverb**.
5. Add information on 'where' something is happening with a **prepositional phrase**.
6. Add a **second sentence**, to describe what is happening in more detail, use a comma to separate the two clauses.

Repeat this activity as many times as you wish, thinking of different and exciting nouns, verbs, adjectives, adverbs, prepositions, and extra details. We cannot wait to see what you come up with! You may wish to draw a picture to illustrate your exciting sentences.

**Noun suggestions:**

dog, boat, fox, train, scissors, ears, hair, burger, pen, computer, man, ogre, monster, witch, girl, boy, teacher, fire, ambulance, rock, tree, mountain, lion, tooth, phone, guitar.

What it *might* look like in your book:

1. The **cat**.
2. The cat **walked**.
3. The **small, furry** cat walked.
4. The small, furry cat walked **carefully**.
5. The small, furry cat walked carefully **on the fence**.
6. The small, furry cat walked carefully on the fence, **following a group of birds**.
7. The **ball**
8. The ball **rolled**.
9. The **hard, leather** ball rolled.
10. The hard, leather ball rolled **slowly**.
11. The hard, leather ball rolled slowly **into the net**.
12. The hard, leather ball rolled slowly into the net, **after Billy took his penalty**.
13. Starting with the adverb: **After Billy took his penalty**, the hard leather ball rolled slowly into the net.



## Spellings

### Weekly spellings will be available on the website.

Children will be given weekly spellings to practice, based on the Year 3/4 statutory spelling list. These will be a focus during literacy lessons. To help your child learn these, you could:

- Ask the children to record definitions of the words or write the words within sentences.
- Ask the children to colour code the sounds within the words.
- Complete test challenges – **try to use the handwriting style shown separately – see sheet stuck in homework book.**
- Ask the children to create a wordsearch containing all the words. Use the Spelling Menu ideas sheet for further inspiration / games.

## PE Kit

**Please bring in your PE kit on a Monday and take home on a Friday.** This allows maximum timetabling flexibility, as occasionally, sessions are shifted around because of events or assemblies.

## Christmas performance

With this being the Festive half term, we will be working on a Christmas performance to be performed towards the end of the half term. Over the coming weeks, children will be given roles, many that will include speaking parts. We encourage these parts to be learnt at home as much as possible. This will ensure time given at school can be utilised effectively. When parts are given out, please take any opportunity to learn and memorise lines for these. Please ensure that your child brings in their words to use in class, especially if they need their script, as we cannot photocopy twice.

## Foundation Project- Science

This term, we will be studying the Human body, focussing on the human/animal skeleton. We would like your child to create some display work for this topic. Suggested ideas are:

- Create a model of the human skeleton. This could be out of card, paper, clay or other materials.
- Draw a labelled diagram of the human skeleton, identifying the major bones (skull, neck, upper arm (humerus), lower arm (radius/ulna), spine, ribs, pelvis, wrist, finger bones (phalanges), leg bones (femur, tibia, fibula), ankle, heel and toes (phalanges).
- Write a fact file or poster about the human body; include interesting or unusual facts and ideas about the human body.
- Write and record a song/ dance to help you learn some of the key bones in the body.

**Extension:** You may wish to think about other animals and their skeletons. Can you complete a piece of work on a skeleton from another animal, comparing it with a human skeleton? How have human / animal skeletons been adapted to suit their environment?

