




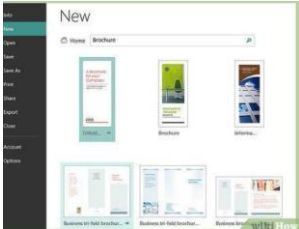


Year 3 Term 5 Homework Grid

| | | |
|---|---|---|
| <p align="center"><u>Reading:</u></p> <p>Read daily, recording in contact book.</p> <p>Discuss the following questions with your grown up:</p> <ul style="list-style-type: none"> • What do you think the book is about? • Who is the author? • Who is your favourite character? • What could happen next? • How were the characters feeling when Happened? How do you know? | <p align="center"><u>Writing/Handwriting</u></p> <p><u>Log onto Letter Join and use the following functions:</u></p> <ul style="list-style-type: none"> - Letter-join's Magic words facility to practise the 'll' join using a tablet. - Letter-join's Magic words facility to practise the 'mm' join using a tablet. <p><u>Or you can search for the following worksheets on Letter-join:</u></p> <ul style="list-style-type: none"> -Double letter ll Double letter mm | <p align="center"><u>Maths:</u></p> <p>Log in to Times Tables Rockstars and complete the set times tables.</p> <p align="center"><u>GPAS:</u></p> <p>Log in to Rollama and play any games you choose.</p> |
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Optional activities

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| <p align="center"><u>Art:</u></p> <p>Who is William Morris and why is his art so interesting? Investigate who this artist is and explore some of his art. What do you think of his art? Do you like or dislike it? Why?</p> <p>Choose a piece of his art that is your favourite and one that you are not so keen on. Write an explanation for why you like and dislike these pieces.</p>  | <p align="center"><u>Geography:</u></p> <p>Where does our food come from? Choose 5-10 vegetable or fruit at your local supermarket or shop. Write down their country of origin. Then, use Google maps to work out how far those items have travelled from that country to your local shop.</p>  | <p align="center"><u>English:</u></p> <p>We are reading 'The Boy Who Grew Dragons'. What would you most like to grow in your back garden and why? Design a front cover for the book about what you would grow.</p>  |
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|--|--|---|
| <p align="center"><u>PE</u></p> <p>Create a map for your downstairs area of your home. Then, create an orienteering scenario for someone to complete. How easy or hard did they find your scenario? How quickly was the scenario completed?</p>  | <p align="center"><u>Science:</u></p> <p>Draw a picture / diagram of a flowering plant then label all the different parts. How detailed can you be when drawing and labelling the different parts? Can you name the parts inside the actual flower? Write the functions of the different parts of the flowering plant.</p>  | <p align="center"><u>Computing:</u></p> <p>Use any desktop publishing application to make a leaflet or brochure about somewhere you have visited, Make sure you use text boxes and images to inform your audience.</p>  |
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Test - 2nd May

supersonic
Spelling Stars

Adding the suffix /ly/ to an adjective to form an adverb.

The suffix /ly/ starts with a consonant so it can be added straight to **most root** words.

Your child is currently exploring the suffix /ly/ in their spellings. It is important that you child understands the meaning of the word by becoming a "word whizz", is able to put it into a sentence (that makes sense) and be able to both read and spell the word accurately.

| Picture | Spelling | Meaning | To do |
|---|------------------------|--|---|
|  | careful carefully | Acting in a way to avoid harm or error. | <ul style="list-style-type: none"> Make up sentences with the words in and write the sentence. Practise reading the words Spell the words out loud Practise writing the words Make up silly stories with the words |
|  | cheerful cheerfully | Behaving in a happy and cheerful way. | |
|  | enormous enormously | To a very large degree or extent. | |
|  | kind kindly | Performing something in a kind and caring manner. | |
|  | proud proudly | With a feeling of deep pleasure and satisfaction in somebody's achievements. | |
|  | quick quickly | Performing at a fast speed | |
|  | sad sadly | Acting in a sad or unhappy way. | |
|  | slow slowly | When you take a long time to do something. | |
|  | strong strongly | With great power or strength | |
|  | warm warmly | In a way that keeps a warm temperature or in a warm, friendly manner. | |

Research











- Research the meaning of the words
- Research the etymology of the word
- Research the synonyms for the words
- Research the antonyms for the word
- Research other words that have the /ly/ suffix at the end of words.

Test 9th May supersonic
Spelling Stars

Reading and spelling common exception words with a /ee/ sound spelt with a /e/.

When you hear the /ee/ sound in the word, choose to use /e/. Also remember to listen out for other tricky parts that may be spelt differently from how they sound.

Your child is currently exploring common exception words with the /ee/ sound spelt /e/. It is important that your child understands the meaning of the word by becoming a "word whizz", is able to put it into a sentence (that makes sense) and be able to both read and spell the word accurately.

| Picture | Spelling | Meaning | To do |
|---|----------|---|---|
|  | because | To explain the reason or cause of something. | <ul style="list-style-type: none"> Make up sentences with the words in and write the sentence. Practise reading the words Spell the words out loud Practise writing the words Make up silly stories with the words |
|  | behind | Located at the back or rear of something. | |
|  | believe | To accept as true or have confidence in something. | |
|  | decide | To make a choice or reach a conclusion. | |
|  | describe | To use words to explain what something or someone is like. | |
|  | even | Any whole number that is divisible by 2. | |
|  | recent | Something that happened or was done not long ago, in the near past. | |
|  | remember | To recall or bring back to mind. It is retrieving information stored in our memory. | |
|  | remind | To cause someone to remember or think about something again. | |
|  | sequin | A small, shiny disk sewn onto clothing for decorative purposes. | |

Research

- Research the meaning of the words
- Research the etymology of the word
- Research the synonyms for the words
- Research the antonyms for the word

Test 16th May

SUPERSONIC
Spelling Stars

Reading and spelling common exception words with a /ee/ sound spelt with a /y/.

When you hear the /ee/ sound in the word, choose to use /y/. Also, remember to listen out for other tricky parts that may be spelt differently from how they sound.

Your child is currently exploring common exception words with the /ee/ sound spelt /y/ spelling. It is important that your child understands the meaning of the word by becoming a "word whizz", is able to put it into a sentence (that makes sense) and be able to both read and spell the word accurately.

| Picture | Spelling | Meaning | To do |
|-----------------|----------|---|---|
| | actually | Something is true or real, often in contrast to what was expected or assumed. | <ul style="list-style-type: none"> Make up sentences with the words in and write the sentence. Practise reading the words Spell the words out loud Practise writing the words Make up silly stories with the words |
| | city | A busy place, larger than a town, where many people live and work. | |
| | early | Something happening before the usual time or ahead of schedule. | |
| | February | The second month of the year. | |
| | history | Events of the past. | |
| Research | | | |
| | icy | Something that is covered with ice or feels extremely cold. | |
| | library | A place where you can go to read, study and borrow books. | |
| | naughty | Behaviour that is disobedient, mischievous or not following the rules. | |
| | ordinary | Something that is common or usual and used to describe everyday things. | |
| | probably | Something that is likely to happen or be true, but is not certain. | |

Test - 23rd May

SUPERSONIC
Spelling Stars

Common Exception Words
The /ae/ sound spelt in various ways

The /ae/ sound in the word we choose to use either /a/ /aigh/ /ea/ /ei/ or /eigh/

Your child is currently exploring the /ae/ sound spelt in different ways in their spellings. It is important that your child understands the meaning of the word by becoming a "word whizz", is able to put it into a sentence (that makes sense) and is able to both read and spell the word accurately.

| Picture | Spelling | Meaning | To do |
|-----------------|-----------|--|---|
| | break | A period during the day when you can rest and relax. | <ul style="list-style-type: none"> Make up sentences with the words in and write the sentence. Practise reading the words Spell the words out loud Practise writing the words Make up silly stories with the words |
| | eight | The number between seven and nine. | |
| | eighth | Something that comes after the seventh item in a sequence. | |
| | famous | Something that is widely known and recognised by many people. | |
| | favourite | Something that is preferred or liked above all others. | |
| Research | | | |
| | great | Something that is impressive, outstanding or high quality. | |
| | potatoes | An edible root vegetable. | |
| | reign | The period of time which a King or Queen rules over a country. | |
| | straight | Something that does not have any curves or bends. | |
| | weight | The measure of how heavy an object is. | |