Year 3
Home learning tasks

These are to be completed in your exercise books in your best handwriting. Remember to check it all makes sense, including the correct punctuation. You are to spend at least 3 hours a day on these. You can manage your time with your parents, so you could do 45 minutes, then have a break, then another 45 minutes and so on. Your designs/drawings should be coloured in and labelled. Take extra care of this book, as it is your own special book that belongs only to you. We will be checking all your work as normal. We will give certificates for the best effort! ☺

Literacy
Write an opening to the story: One cold, silent night Tim...

Literacy Key Question

What do we already know?

Interesting facts
Clues
Has a mission

A team or detective squad to investigate

Adventure
mystery stories

Exciting things that make you want to read it more

Little bit scary
Fun

let’s look a little closer...

Who is the detective?
Tim is the detective.

What is the problem?
Tim lost his blanket.

What person is it written in?
It is written in third person.

Tim and the Blanket Thief

Tim was in bed holding his blanket. When he fell asleep, he let it go! The cold wind blew into the bedroom and Tim woke up to find his blanket gone.

Suddenly, Tim saw a dark, scary shadow and shouted "Come back you thief!"

Quickly, he jumped up out of bed to catch the thief.

In the woods it was really dark. He didn’t know where he was going. Suddenly, he saw a large, muddy footprint followed it. His head started to get wet because it was raining but Tim kept going on.

What tense is it written in?
It is written in past tense.

Does it have clues? (What are the two clues?)
The shadow and the footprints

What story language is used to keep the reader excited? (give examples)
The author has used adjectives: dark, steep, empty and large.
The author has used powerful verbs: yelled, leapt, spotted.
Remember to:

- Use the plan to bank key words
- Use third person
- Use sentence starters
- Check my writing makes sense

- **CHALLENGE WORK:**
  Can you create mystery in your story?

<table>
<thead>
<tr>
<th>Word bank for Timid Tim</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adjectives</strong></td>
</tr>
<tr>
<td>creepy</td>
</tr>
<tr>
<td>dark</td>
</tr>
<tr>
<td>creaky</td>
</tr>
<tr>
<td>spooky</td>
</tr>
<tr>
<td>strange</td>
</tr>
<tr>
<td>mysterious</td>
</tr>
<tr>
<td>silent</td>
</tr>
</tbody>
</table>

**Star words**
- strange
- heart
- favourite
To make a prediction and continue the story. Use a cliffhanger.

Timid Tim and the Blanket Thief

One dark and windy night, Tim lay in bed holding his blanket tightly but when he fell asleep, he tossed and turned and let it go! A chilling blast of air blew through the bedroom and Tim woke up to find his blanket gone.

Suddenly, Tim saw a slithery, dark shadow fly sparkedly past his bedroom door and let out a little cry that grew bigger, and bigger and bigger... until he yelled at the top of his voice "Come back you thief!" and he leapt into the night to catch the thief.

The streets were dark and empty but the woods were darker still. The path was steep and he struggled up it not knowing where he was going. Dashing quickly along the narrow path, he suddenly spotted a large muddy footprint and knew that he was on the right track. The weather grew wild and the thunder crashed loudly around him. Tim bravely kept going on.
What is a cliffhanger?

A cliffhanger creates suspense and tension and makes the reader want to read on...

Suspense

Suspense is when the author makes the reader wonder what will happen.

Suspense is the sense of anticipation or worry that the author makes the reader feel. Suspense is the lack of certainty the author creates, leaving the reader to wonder what will happen. It draws the reader into the story and creates a sense of momentum to the plot.

<table>
<thead>
<tr>
<th>Name: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Where was Tim?</td>
</tr>
<tr>
<td>2) What 3rd clue did Tim find?</td>
</tr>
<tr>
<td>3) How and where did he find the thief?</td>
</tr>
<tr>
<td>4) How did Tim try and get his blanket back?</td>
</tr>
</tbody>
</table>

Cliffhanger: ❤️❤️❤️
Word Bank - Timid Tim Prediction

Adjectives
- creepy
- dark
- creaky
- spooky
- strange
- mysterious
- silent

Powerful verbs
- gazed
- crept
- dashed
- peered
- tiptoed
- strolled
- zoomed

Adverbs
- carefully
- quietly
- quickly
- cautiously
- slowly
- mysteriously
- nervously

Questions:

What?
- Creeping, Crouching down, Running, Peeking, Screaming, Shivering, Stars, trembling, Tiptoeing, Tugging, Wandering

How?
- Cautionly, Desperately, Quickly, Slowly, Reluctantly, Nervously, Quietly, Mysteriously, Curiously, Carefully

Where?
- All around, From behind, In Front, In the distance, Out of nowhere, Outside

Feeling
- Frightened, Confused, Shocked, Surprised, Excited

Star words:

🌟 difficult
🌟 heard
🌟 thought

Example of plan (Ending on cliffhanger)

1) Where was Tim?
- dark
- misty
- creepy
- deep
- crept
- slowly
- nervous

2) What 3rd clue did Tim find?
- part of his blanket on the ground
- torn
- dirty

3) How and where did he find the thief?
- tiptoed
- quietly
- strange
- mysterious
- thief

4) How did Tim try and get his blanket back?
- hid behind the tree and watched the thief
- petrified

Cliffhanger:
Thief goes towards Tim
• Practice your Year 3 common exception **spellings** like you normally do.

<table>
<thead>
<tr>
<th>Group 2 Summer 1 Spellings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Friday</strong></td>
</tr>
<tr>
<td>20.4.17</td>
</tr>
<tr>
<td>1. today</td>
</tr>
<tr>
<td>2. said</td>
</tr>
<tr>
<td>3. were</td>
</tr>
<tr>
<td>4. was</td>
</tr>
<tr>
<td>5. you</td>
</tr>
<tr>
<td>6. your</td>
</tr>
<tr>
<td>7. they</td>
</tr>
<tr>
<td>8. here</td>
</tr>
<tr>
<td>10. where</td>
</tr>
</tbody>
</table>

**Reading**

Remember to read at least 30 minutes a day.
Write book reviews of the books you have read.

**Book Review**

- **Plot**
  - Event 1
  - Event 2
  - Event 3

- **Setting**
  - Location
  - Weather
  - Time

- **Character**
  - Name
  - Age
  - Appearance

- **Cause and Effect**
  - Cause
  - Effect

- **My Star Setting**
  - Why I rated the book
  - Why I read the book

- **My Book Cover**

- **Book Title**
  - Author
  - Illustrator
  - Genre
  - Theme
  - Setting

• Choose 15 words in a book that you are unsure of and find the meaning of them. You can do this with more than one word. Use the words in complex sentences.
• Complete both comprehensions: Mr Gum and the Biscuit Billionaire & Sky Island

**Maths**

• Practise your times tables. You need to be able to answer questions mixed up within 5 seconds. No counting on your fingers! For example, 2 x 7, 12 x 5, _ x 4 = 16.

• Continue to use Mathletics daily. Please see your teacher if you have lost/forgotten your login.

• Work through the Word Problems below and the extra pack and write all the working out in your book.

LO: I can decide which operation to use and explain why.

*Complete these multi-step problems by selecting the correct operations to complete the calculations.*

1) Six pencils cost £1.92. Three pencils and one rubber cost £1.21. What is the cost of one rubber?

2) A stack of 40 identical toy boxes is 1000cm tall. Markus takes three boxes off the top of the pile. How tall is the stack now?

3) Mrs Tunnicliffe is making jam to sell at the county fair. Blackberries cost £5.50 per kg. Sugar costs 65p per kg. 15 glass jars costs £5.85. She uses 16kg of blackberries and 10kg of sugar to make 15 jars of jam. Calculate the total cost to make 15 jars of jam.

4) A school orders 12 boxes of dice. Each box contains six bags of dice. Each bag contains 35 dice. How many dice do the school order in total?

5) Mikel thinks of a number. He multiplies the number by 100, divides it by eight then adds 6.50. The answer is 1206.5. What was his starting number?

6) Eight small bricks have the same mass as three large bricks. The mass of one small brick is 1.5kg. What is the mass of one large brick?

7) A bag of five bananas costs £1. A bag of four grapefruits costs £2.40. How much more does one grapefruit cost than one banana?

8) Erica chooses a number. She divides it by four then subtracts 11. She then divides this result by two. Her answer is 12.5. What was the number she started with?

**Answers**
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Six pencils cost £1.92. Three pencils and one rubber cost £1.21. What is the cost of one rubber?</td>
<td>25p or £0.25</td>
</tr>
<tr>
<td>2. A stack of 40 identical toy boxes is 1000cm tall. Markus takes three boxes off the top of the pile. How tall is the stack now?</td>
<td>925cm tall (Each box is 25cm tall. 3 × 25cm = 75cm. 1000cm − 75cm = 925cm).</td>
</tr>
<tr>
<td>3. Mrs Tunnicliffe is making jam to sell at the county fair. Blackberries cost £5.50 per kg. Sugar costs 65p per kg. 15 glass jars costs £5.85. She uses 16kg of blackberries and 10kg of sugar to make 15 jars of jam. Calculate the total cost to make 15 jars of jam.</td>
<td>[(16 \times 5.50) + (0.65 \times 10) + 5.85 = £100.35]</td>
</tr>
<tr>
<td>5. Mikel thinks of a number. He multiplies the number by 100, divides it by eight then adds 6.50. The answer is 1206.5. What was his starting number?</td>
<td>96</td>
</tr>
<tr>
<td>6. Eight small bricks have the same mass as three large bricks. The mass of one small brick is 1.5kg. What is the mass of one large brick?</td>
<td>4kg</td>
</tr>
<tr>
<td>7. A bag of five bananas costs £1. A bag of four grapefruits costs £2.40. How much more does one grapefruit cost than one banana?</td>
<td>[(1 \div 5 = 0.20, 2.40 \div 4 = 0.60, 0.60 − 0.20 =) 40p or £0.40]</td>
</tr>
<tr>
<td>8. Erica chooses a number. She divides it by four then subtracts 11. She then divides this result by two. Her answer is 12.5. What was the number she started with?</td>
<td>144</td>
</tr>
</tbody>
</table>
Science

• Seed Dispersal

Success Criteria

<table>
<thead>
<tr>
<th>LO:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn the four ways that seeds disperse</td>
<td>🏆</td>
</tr>
<tr>
<td>1. Identify the 4 ways seeds disperse.</td>
<td>😊</td>
</tr>
<tr>
<td>2. To be able to name different seeds.</td>
<td>😊</td>
</tr>
<tr>
<td>3. Explain how each seed is dispersed.</td>
<td>😊</td>
</tr>
</tbody>
</table>

Key Words:

Germination
Seed dispersal
Pollination
Growth

- insects or wind carries the pollen to the flower
- seeds are scattered away
- the seed begins to grow roots
- stem grows up towards the light, roots become stronger
GERMINATION

Germination occurs when a seed starts to grow into a plant.

Seeds need the right conditions to germinate properly.

WATER

The seed absorbs water from the soil.

WARMTH

The root sprouts from the seed absorbing water and minerals.

OXYGEN

The root grows down into the soil and the shoot grows up towards the sun.

The shoot continues to grow and leaves develop.

Seeds Can Disperse Through

- Animal
- Wind
- Water
- Human

Seeds Can Disperse Through

- Animal
- Water
- Wind
- Human

Seeds Can Disperse Through

- Animal
- Water
- Wind
- Human

Seeds Can Disperse Through

- Animal
- Water
- Wind
- Human
Pollination is the transfer of pollen from the anther to the sticky stigma by wind, animals/insects or water.

LO: To learn four ways seeds disperse.

- Animal food
- Bursting
- Water
- Wind

Key words

<table>
<thead>
<tr>
<th>fruit</th>
<th>seed</th>
<th>animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>throw</td>
<td>burst</td>
<td>float</td>
</tr>
<tr>
<td>digest</td>
<td>wind</td>
<td>waterproof</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Y/G

Answers
LO: To learn four ways seeds disperse.

- Make a poster about Seed dispersal.

Answer
History
- The Romans

Year 3 Summer Topic: All Roads lead to Rome

KQ1: Describe the Romans and explain what they did.

KQ2: If you were Boudicca, what would you have done?

KQ3: What if the Romans had not invaded Britain, how would Britain be different?

Task: What we know and what we want to find out:

To be successful I need to...

1. To recap what we already know about the Romans.
2. To raise questions based on what we know.
3. Begin to understand how the Romans changed the way we live today.
LO: To know the story of Romulus and Remus

- Locate Rome on a map.
- Research and read the story of Romulus and Remus. Re-tell the story and make a little booklet using your best handwriting and drawing skills.
Romulus and Remus

Characters

Main characters
- Numitor - King
- Amulus - brother of the king
- Rhea Silvia - Numitor's daughter
- Mars - Roman God of War
- King's Servants
- Wolf
- Romulus
- Remus
- Shepherd
- Shepherds Wife
- People of the city

Extra characters

- Rhea
- Servant
- King A
- People

Plot:
1. Rhea fell in love with Mars and had twins.
2. King A killed sons of N and told Rhea - no children.
3. Servant took twins to river.
4. Servant put twins in basket.
5. Wolf found twins.
7. Romulus won - the city was called Rome.
8. R and R found hills and had a fight.
9. People said 2 kings, R and R said no.

The End
To be successful I need to...

1. Create a legend for your map with three colours:
   - Sea
   - Land controlled by Romans
   - Land controlled by other people

2. Use an atlas or map to colour the countries that were taken over by Romans

3. Bonus: Describe what happened from 800BC to 117 AD

- Research and show with colour how much land the Romans had conquered by 117 AD

LO: To understand where the Roman Empire began.

Date:__________
Name:__________

Map of Europe
Show with colour how much land the Romans had conquered by 117 AD.

☐ = Sea
☐ = Land controlled by Romans
☐ = Land controlled by other people
Which country names are similar to today?

This map shows the country boundaries as they were in 177AD. Have a look in your atlas. Which countries as we know them today had been conquered by the Romans.
PSHE

**LO: To explore what is love.**

**Activity:**
- You are going to fill in the rainbow with things you love.
- Next to it you can say why you love this thing and how you show love. e.g. Family love, I have lunch with family every week.
- You can then colour and add pictures.

**Peace**

**LO: To understand what peace is and how we can achieve it**

And what difficulties do we face? Even when you know you need time to find peace?

- Make a poster showing what peace is and how we can achieve it. Use your best handwriting and drawing/colouring skills.

RE

**LO: To understand how rules help us.**

To be successful I need to...

<table>
<thead>
<tr>
<th>1. Understand the rules we have within school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Understand how rules can help us live our lives.</td>
</tr>
<tr>
<td>3. Create my own rules that I should follow.</td>
</tr>
</tbody>
</table>

8. You SHALL!
2. You WILL!
3. You MUST!
The most important rules followed by Muslims are the Five Pillars of Islam. The Five Pillars of Islam are five expectations that every Muslim must complete to live a good and responsible life.

**5 Pillars of Islam.**

**Shahadah**
Believing and saying the words "there is no god except Allah, Muhammad is the messenger of Allah."

**Salaah**
Praying 5 times a day. Set prayers, face Mecca and pray on a mat.

**Sawm**
Fasting. Must not eat or drink during daylight hours, during the month of Ramadan.

**Zakah**
Give some savings each year to charity to help the poor.

**Hajj**
Making the journey to Mecca, at least once in their life.

- **Task:**

**Your Task.**

To create 5 of your own rules to lead a good life and put them on your own pillars.

**Task:** Research what the 1st and 2nd pillars of Islam mean
LO: To understand the 1st and 2nd pillars of Islam.

To be successful I need to...

1. Understand what the pillars Shahada and Salah are about.
2. Talk about why people pray and what they might pray for.
3. Draw a picture of what you would pray for.

Shahadah

*The 1st Pillar*

Shahadah means believing that Allah is the one true God and that Muhammad (PBUH) is the final prophet.

After accepting the shahada, a Muslim is expected to follow the rules of Islam (the rest of the pillars of Islam).

Anyone who recites this and fully believes this is a Muslim.

Ashhadu Alla Ilaha Illa Allah Wa Ashhadu Anna Muhammad Rasulu Allah

Answers:
**Salaah**

**The 2nd Pillar**

- Muslims pray, not only in the mosque but at home and elsewhere.
- They have to wash themselves before they pray and face in the direction of Mecca while praying.
- Muslims are required to pray 5 times a day.
- Kaaba is the holiest place on Earth, it is used only as a focal point for prayer and signifies a direction.
- Every Muslim family, no matter where they live, knows what direction the Kaaba is from their house.

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**Why do Muslims pray and what do they pray for?**

- To thank God for everything.
- Ask him to protect us from bad things.
- To ask him to forgive us for our mistakes and bad actions.
- To ask him for things we want.

*What would you pray for?*

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**Task:**

**Your Task**

To draw around your hand and write what you would pray for.

*What would you pray/wish for?*
Handwriting

- Use the handwriting pack every day for 15 minutes.