
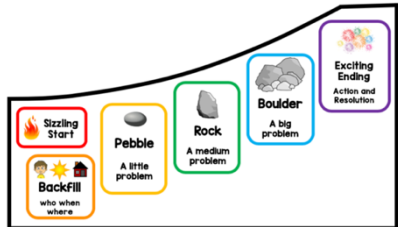

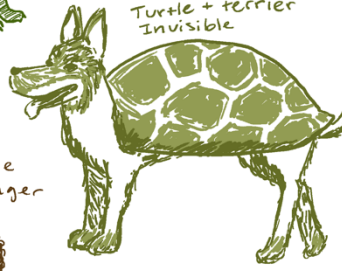



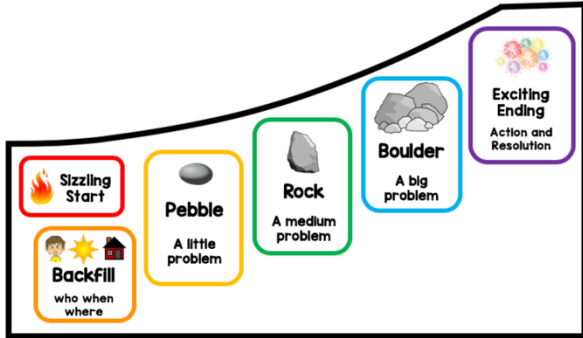
Year 3 Home Booklet 10

Monday

Spelling	<p>Discuss the meaning of each of your spelling words with someone then write your words out <i>three times</i>.</p> <table><tr><th colspan="3">Digraph /or/ making sound "er" as worm.</th></tr><tr><td>Red worm word work worker working</td><td>Orange world worse worst worth worthy</td><td>Green artwork homework workman worldly worldwide unworthy worthwhile</td></tr></table>	Digraph /or/ making sound "er" as worm.			Red worm word work worker working	Orange world worse worst worth worthy	Green artwork homework workman worldly worldwide unworthy worthwhile
Digraph /or/ making sound "er" as worm.							
Red worm word work worker working	Orange world worse worst worth worthy	Green artwork homework workman worldly worldwide unworthy worthwhile					
Sentence of the day	<p>We are learning to write sentences using common nouns (words that describe people, places or things).</p> <p>Example: ball, fence, boy</p> <p>The boy kicked the ball over the fence.</p> <p>noun (person, place, animal, thing) noun (person, place, animal, thing) noun (person, place, animal, thing)</p> <p>Can you write a sentence containing these three common nouns:</p> <p>girls, bikes, road</p>						
Writing	<p>Plan a story based on this picture:</p>  						
Reading	<p>Read for 20 minutes.</p>						
Comprehension	<p>Think about the book you read or a story you have seen read online.</p> <p>In class we have learned about 'here' questions! Questions that can be answered by looking in the text. Imagine that you are the teacher today, can you write three 'here' questions for the book you have read? You might want to start with 'who, when, where, why, what or how.'</p>						
Maths Warm up	<p>Highest product!</p> <p>You will need: Pack of cards, paper.</p> <p>To play: Shuffle the cards well and deal them evenly so you each get 18 cards. Player 1 turns over two cards and finds the product by multiplying these together (draw an array to help you find the answer). Player 2 does the same. The highest answer wins the round and keeps both sets of cards.</p> <p>How to win: The person who has the most cards at the end is the winner.</p>						

Maths Problem Solving	<p>Emily needs half a cup of milk to make 5 cupcakes. How many cups of milk will she need to make 20 cupcakes?</p> <p>David has 8 apples. He wants to share them equally between his four friends. How many apples will he give each friend?</p>	<p><u>Read the question twice</u> <u>Write down what you know.</u> <u>Decide which operation you will use (add, subtract, multiply, divide).</u> <u>Solve the problem!</u> <u>Write a worded answer.</u></p>
Project	<p>We have researched and learned about lots of real animals. This week we want to have a little fun by making up an animal of your own!</p> <p>Can you draw a picture of your made-up animal? What does it look like? Where do you think it will live? What will it eat? Does it have any special abilities?</p> <div><p><u>THE DACHSNAKE</u> Dachshund + snake Length-Change</p><p><u>THE TURTERRIER</u> Turtle + terrier Invisible</p><p><u>THE FIBBERFRY</u> a nickname for the Ferret-Sea Horse Color-Change</p></div>	

Tuesday

Spelling	Write your spelling words and record the syllables and sounds in each of your words.
Sentence of the day	<p>We are learning to write sentences using common nouns.</p> <p>Can you write a sentence containing these three common nouns:</p> <p style="text-align: center;">boy, kite, hill</p>
Writing	<p>Use your plan from yesterday to write your story today. Use your writing page attached to this booklet. Don't forget to include all the parts of a story!</p> 
Reading	Read for 20 minutes
Comprehension	<p>Think about the book you read or a story you have seen read online.</p> <p>Can you make a connection to this story? Does the story you read remind you of anything you have done before, read before, or watched before? Why did it remind you of that?</p>
Maths Warm up	<p>Highest product!</p> <p>You will need: Pack of cards, paper.</p> <p>To play: Shuffle the cards well and deal them evenly so you each get 18 cards. Player 1 turns over two cards and finds the product by multiplying these together (draw an array to help you find the answer). Player 2 does the same. The highest answer wins the round and keeps both sets of cards.</p> <p>How to win: The person who has the most cards at the end is the winner.</p>
Maths Problem Solving	<p>Sam bought an apple from the school canteen every day for a week. Apples cost 45 cents. How much did Sam spend on apples?</p> <p>I am a 2D shape. I have 4 sides that are not all the same. I have 4 right angles. What am I?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Read the question twice</p> <p>Write down what you know.</p> <p>Decide which operation you will use (add, subtract, multiply, divide).</p> <p>Solve the problem!</p> <p>Write a worded answer.</p> </div>

Wednesday

Spelling	Write all of your words in sentences .
Sentence of the day	<p>We are learning to write sentences using common nouns.</p> <p>Can you write a sentence containing these three common nouns:</p> <p style="text-align: center;">father, children, shops</p>
Writing	<p>Read the story that you wrote yesterday, check you have all the parts of a story and did your best spelling.</p> <p>Illustrate your story (draw a picture).</p>
Reading	Read for 20 minutes.
Comprehension	<p>Think about the book you read or a story you have seen read online.</p> <p>When authors write a text they need to make a lot of decisions. If there was one thing you could change in the text you read what would it be?</p>
Maths Warm up	<p>Highest product!</p> <p>You will need: Pack of cards, paper.</p> <p>To play: Shuffle the cards well and deal them evenly so you each get 18 cards. Player 1 turns over two cards and finds the product by multiplying these together (draw an array to help you find the answer). Player 2 does the same. The highest answer wins the round and keeps both sets of cards.</p> <p>How to win: The person who has the most cards at the end is the winner.</p>
Maths Problem Solving	<div> <p>Billy ate $\frac{3}{5}$ of a pizza and Bob ate $\frac{4}{5}$ of a pizza. Who ate the most?</p> <p>A stack of 5 identical toy boxes is 100cm tall. Marcus takes three boxes off the top of the pile. How tall is the stack now?</p> </div> <div> <p>Read the question twice</p> <p>Write down what you know.</p> <p>Decide which operation you will use (add, subtract, multiply, divide).</p> <p>Solve the problem!</p> <p>Write a worded answer.</p> </div>
Sport	<p>Find a ball or small toy in your house. In a safe space try these activities:</p> <ul style="list-style-type: none"> • How many times you can bounce the ball without losing it? • How many times you can throw the ball in the air without losing it? • Try again with only one hand?

Thursday

Spelling	Colour coding- Say the word aloud, write the word, trace the letters that have make a consonant sound in blue, trace over the letters that make a vowel sound in red.	
Sentence of the day	We are learning to write sentences using common nouns. Can you write a sentence containing these three common nouns: dog, ball, park	
Writing	We can use our five senses writing to 'show don't tell' our reader. Telling looks like: 'Kate was angry' showing looks like 'Kate's face was turning red, her eyes were narrowed and she let out a short huff from her nose.' When we use show don't tell our writing gets better and better! Can you fix this 'tell' sentence to make it a 'show' sentence? The cat was angry.	
Reading	Read for 20 minutes.	
Comprehension	Think about the book you read or a story you have seen read online. If you were to explain to a person what the story that you have read was about in a few sentences, what would you say?	
Maths Warm up	Highest product! You will need: Pack of cards, paper. To play: Shuffle the cards well and deal them evenly so you each get 18 cards. Player 1 turns over two cards and finds the product by multiplying these together (draw an array to help you find the answer). Player 2 does the same. The highest answer wins the round and keeps both sets of cards. How to win: The person who has the most cards at the end is the winner.	
Maths Problem Solving	There are 76 books in one classroom and 32 books in the other. How many books are there altogether in both classrooms? A school orders 12 boxes of dice. Each box contains six bags of dice. Each bag contains 5 dice. How many dice do the school order in total?	<div> Read the question twice Write down what you know. Decide which operation you will use (add, subtract, multiply, divide). Solve the problem! Write a worded answer. </div>

Rosemeadow Word Search

R	D	A	N	C	I	N	G	Q	U	E	E	N	K	X	A	W	T
U	O	O	M	A	I	D	O	F	M	A	N	N	E	R	S	W	Y
S	H	U	M	E	S	M	I	R	A	N	D	A	Y	Y	D	Q	D
E	X	U	D	R	G	R	R	E	S	P	E	C	T	F	U	L	H
N	U	T	R	I	T	I	O	N	N	I	N	J	A	H	M	P	O
C	M	U	R	T	Z	Q	Y	S	T	P	X	F	S	F	W	N	C
O	P	I	U	M	V	M	L	U	E	V	V	U	A	G	R	U	T
L	E	A	R	N	E	R	S	W	V	S	U	S	A	F	E	C	H
X	W	R	O	S	E	M	E	A	D	O	W	Q	I	P	W	U	R
Q	T	M	A	C	A	R	T	H	U	R	P	I	E	R	R	O	E
L	L	F	L	A	D	Y	L	E	A	R	N	A	L	O	T	U	E
S	Y	E	L	L	O	V	E	K	E	L	L	Y	C	I	D	U	Q

Find the following words in the puzzle.

Words are hidden → ↓ and ↘ .

DANCINGQUEEN

HUME

KELLY

LADYLEARNALOT

LEARNERS

LOVE

MACARTHUR

MAIDOFMANNERS

MIRANDA

MURTZ

NUTRITIONNINJA

PIERRO

RESPECTFUL

ROSE

ROSEMEADOW

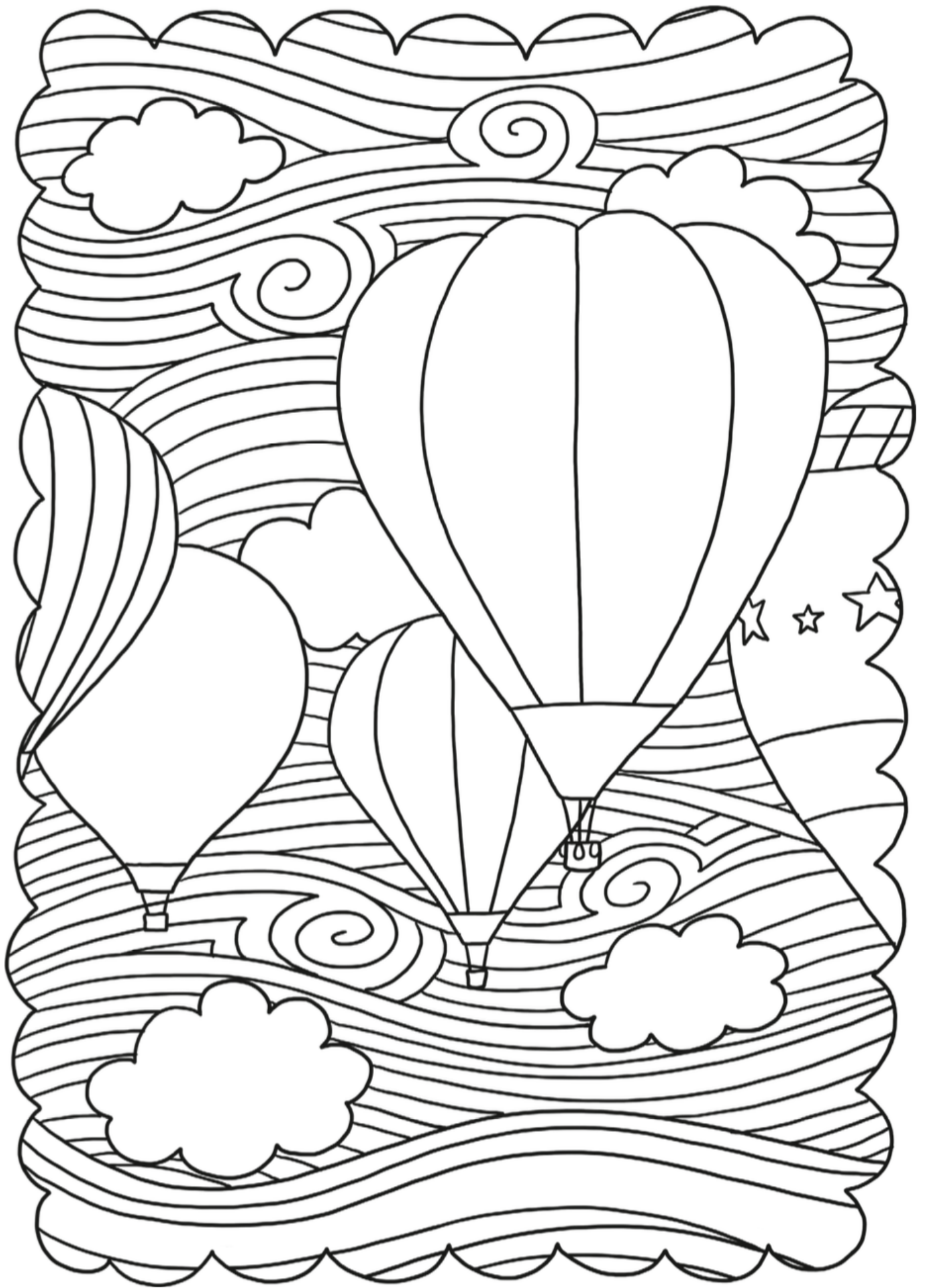
RUSE

SAFE

THREE

Friday

Spelling	Get someone to test you on your spelling words or do a look cover write check with them.
Sentence of the day	<p>We are learning to write sentences using common nouns.</p> <p>Can you write a sentence containing these three common nouns:</p> <p style="text-align: center;">man, boat, lake</p>
Reading	Read for 20 minutes
Maths Warm up	<p>Highest product!</p> <p>You will need: Pack of cards, paper.</p> <p>To play: Shuffle the cards well and deal them evenly so you each get 18 cards. Player 1 turns over two cards and finds the product by multiplying these together (draw an array to help you find the answer). Player 2 does the same. The highest answer wins the round and keeps both sets of cards.</p> <p>How to win: The person who has the most cards at the end is the winner.</p>
Maths Problem Solving	<p>Jay has a collection of 63 football cards and his brother has 18. How many more football cards does Jay have?</p> <p>How many wheels would 15 cars have?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>Read the question twice</u></p> <p><u>Write down what you know.</u></p> <p><u>Decide which operation you will use (add, subtract, multiply, divide).</u></p> <p><u>Solve the problem!</u></p> <p><u>Write a worded answer.</u></p> </div>
Creative Arts	<p>DISCO TIME!</p> <p>It's dance time! Pick your favourite song and make up some moves! Can you teach someone your dance?</p> <p>Enjoy some mindful colouring (on the next page), maybe you can listen to some calming music as well.</p>



MONDAY Maths

Use these digits to create the following numbers:



a A 3 digit number with a 5 in the tens place.

b A 3 digit number that has an even number in the units place.

c As many numbers as possible that fall between 500 and 800.

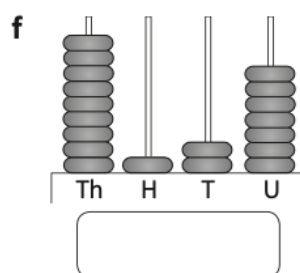
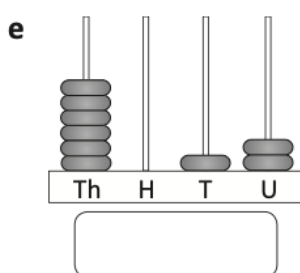
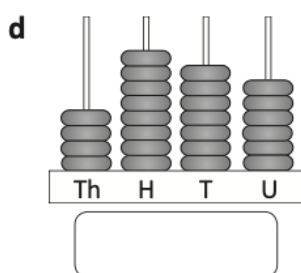
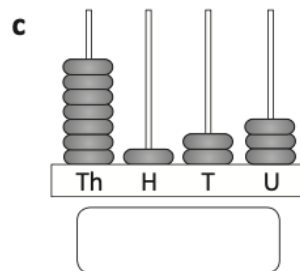
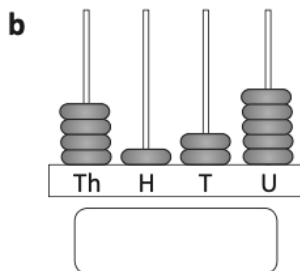
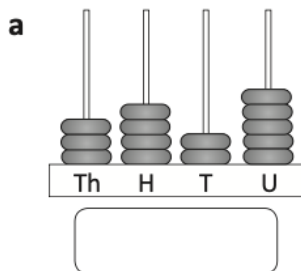
d The smallest 3 digit number.

e The largest 3 digit number.

f As many numbers as you can where the thousands digit is smaller than the hundreds digit and the hundreds digit is greater than the units digit.

TUESDAY Maths

Write the number shown on each abacus:



WEDNESDAY Maths

Draw a line to match the numbers in expanded notation to the numerals.

a 4 thousands 6 hundreds 1 ten 2 units

4 254

b 4 thousands 6 hundreds 8 tens 0 units

4 361

c 4 thousands 4 hundreds 1 ten 1 unit

4 680

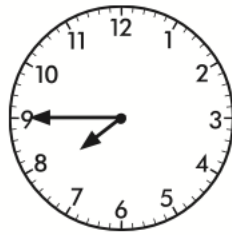
d 4 thousands 3 hundreds 6 tens 1 unit

4 612

e 4 thousands 2 hundreds 5 tens 4 units

4 411

When the minute hand is on 9, it is 15 minutes to the hour or it has a quarter of the way to go before it reaches the hour.



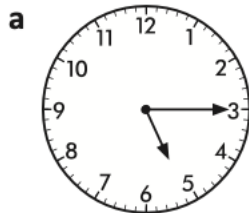
A quarter to 8



A quarter past 7

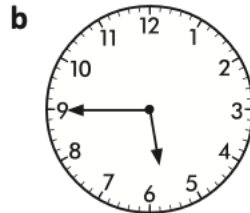
When the minute hand is on 3, it is 15 minutes past the hour or it has gone a quarter of the way around the clock face.

1 Write either 'past' or 'to' in the blanks:



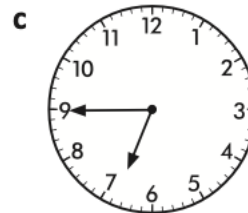
A quarter

_____ 5.



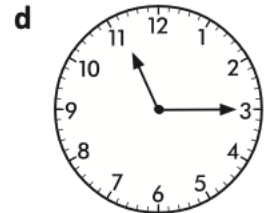
A quarter

_____ 6.



A quarter

_____ 7.



A quarter

_____ 11.

Draw a line to connect each clock to its time label. Each clock has more than one label.



15 minutes past 9

a quarter to 3

a quarter past 8

15 minutes past 4

15 minutes past 8

15 minutes to 11

a quarter past 4

15 minutes to 3

a quarter to 11

a quarter past 9

Remember that a quarter of an hour is 15 minutes. That is why we say a quarter past and a quarter to.



REMEMBER