



Year 3 Home Learning Pack

April 2020

Dear parent / carer

During this difficult and unprecedented time, we want to minimise disruption to students' education as far as possible. We are therefore providing students with work to complete at home.

Below we have included a simplified version of their usual timetable as a guide for home learning.

Time		
09:00-10:15	Maths	
10:15-10:30	Break	
10:30-11:30	English	
11:30-12:00	Exercise – Jumpstart Jonny/ Super Movers	
12:00-12:45	Lunch	
12:45-1:00	Reading	
1:00-1:45	Monday	Topic – Geography or History
	Tuesday	Free choice
	Wednesday	TJ Rockstars
	Thursday	Science
	Friday	Review progress in times tables work or spelling work
1:45-2:00	Break	
2:00-3:00	Monday	Science
	Tuesday	Topic – Geography or History
	Wednesday	Art See Art Ideas on Website
	Thursday	Free choice
	Friday	Geography or History
After School Activities	Relax with family	

Use the first work pack sent out for ideas for the Science, History and Geography parts of the timetable.

Students - what you should do:

- Complete all work to the best of your ability and as neatly as possible. Use the exercise book provided where appropriate.
- Try your best to complete tasks

Parents / carers – what you can do:

- Provide a quiet space for your child to work in.
- Try to follow the timetable outlined above.
- Encourage your child to complete all work to the best of their ability and as neatly as possible.
- Ask your child about the work they are doing and help them where you can; a great way of doing this is by talking to them about what they have learned.

If you have any general queries, please contact us

- Direct message using Schoolcomms, Facebook or send us an email to together@damedorothy.org.uk

What to do if you or your child becomes ill:

- Please follow NHS guidance in relation to Coronavirus: <https://www.nhs.uk/conditions/coronavirus-covid-19/>

We understand this is a difficult and worrying time, and we aim to keep parents and students updated and informed regularly in relation to what is happening with school. We will be in touch with all parents via text/app once the situation changes. Also keep an eye on our Facebook page for further updates.

To support our home learning pack we will be posting regular activities on Facebook.

Parents can also send us pictures of children having fun / working from home via Facebook or together@damedorothy.org.uk

Correct the Sentence Punctuation

Write the correct sentence underneath by adding in capital letters, full stops and question marks.

1. my brother's dog is called tess

2. on sunday she went to the park

3. the titanic sank in 1912

4. toby and mark are going to spain in march

5. martha took her children to the zoo yesterday

6. when i go to the shop, i will get some crisps

7. sameera and i are going to town on friday

8. did you sell buns at the fair

9. my mum has a cat he is called tom

10. have you got a dress for the prom

Spot the Missing Speech Marks

Using Inverted Commas to Show Direct Speech

Look at the sentences below. Each one is missing inverted commas. Insert inverted commas around the direct speech in each sentence below.

1. What's for dinner dad? Jacinda asked her dad.
2. The witch looked at her sisters and asked, When will we three meet again?
3. The mouse looked at the fox and quivered, Please don't eat me.
4. I'm stuck! declared Sam as he held up his hand.
Can you help me please?
5. Goal! shouted the boy as the ball went to the back of the net.
6. John, can you hold this? asked Joanne.
7. Off with her head! shouted the Queen of Hearts.
8. The policeman asked, Can I see your licence please?

A note to parents: Direct speech is punctuated with inverted commas which are sometimes called speech marks or quotation marks. They are placed around direct speech to show the reader what a person says. Inverted commas can be either: single ‘ ’ or double “ ”.

“What's for lunch?” asked Sally.

The inverted commas are placed around the speech (including the punctuation) and are usually followed - or preceded by - a reporting clause. This is the part of the sentence that tells the reader who is speaking, such as ‘asked Sally’.

Using Different Types of Conjunction

L.O: To recognise and use different types of conjunctions.

Choose a coordinating conjunction from the box to complete these sentences.

and but or so

1. I went to bed very late _____ I am tired today.
2. I listened to the weather forecast _____ put an umbrella in my bag.
3. I enjoy playing hockey _____ it's not my favourite sport.
4. We could go to the park _____ to the cinema.

Choose a subordinating conjunction from the box to complete these sentences.

although because so that even if whenever

1. My dad has fixed my bike _____ I can take it to the park.
2. My brother is grumpy _____ he has got to do his homework.
3. I will always support my local team, _____ they always lose!
4. He goes abroad on holiday, _____ he doesn't like flying.

Choose a pair of correlative conjunctions from the box to complete these sentences.

whether/or either/or both/and not only/but

1. I'm not sure _____ I'm going to the match _____ not.
2. My mum is _____ a brilliant doctor, _____ she is a great runner too.
3. The weather is forecast to be _____ hot _____ humid.
4. We are having _____ pasta _____ curry for dinner.

Suffixes

Suffixes go at the end of words. This changes the meaning of the word.

suffix	meaning	example	Write down 3 more examples of words with this suffix
ful	full of	joy <u>ful</u>	
est	most	tall <u>est</u>	
ing	doing now	cycl <u>ing</u>	
less	without	fear <u>less</u>	
ly	how something was done	quick <u>ly</u>	
er	more (adjective)	tall <u>er</u>	
er	someone's job	teach <u>er</u>	

Prefixes

Prefixes go at the beginning of words. This changes the meaning of the word.

prefix	meaning	example	Write down 3 more examples of words with this prefix
re	to do again	<u>r</u> eturn	
bi	two	<u>b</u> icycle	
dis	not	<u>d</u> islike	
mis	wrong	<u>m</u> isbehave	
pre	before	<u>p</u> rehistoric	
over	too much	<u>o</u> vercook	
un	not	<u>u</u> nhappy	

Expanded Noun Phrases

A note to parents: An **expanded noun phrase** gives more detail or information about a noun in a simple noun phrase. This is usually done by adding adjectives to describe the noun in the noun phrase, for example:

She walked through the dark, mysterious forest.

In the example above, the expanded noun phrase is 'the dark, mysterious forest', the words 'dark' and 'mysterious' have been used to expand the noun phrase. They make writing more interesting as they help the reader to build an image in their mind.

Read the following sentences. Underline or circle the expanded noun phrase in each sentence.

1. The brightly-coloured parrot flew through the canopy.
2. After his lunch, Harold ate a sweet, delicious chocolate brownie.
3. Under the waves, the stripy fish swam quickly through the reef.
4. In a forest clearing, a dark, mysterious jaguar sauntered by the water.
5. "Pass me the blue shoes please," Mum asked Sophia.
6. As John sat at the bus stop, he saw three large, black cars go past.
7. "These strawberry yoghurts are out of date!" complained the customer in the shop.
8. "Whose is this writing pencil?" asked the teacher as she held it in the air.
9. When he reached the top, the climber stared at the vast, breath-taking view.
10. Happy and elated, the winning team held their trophy in the air.



Missing Punctuation

I can punctuate direct speech.

Someone has removed all the inverted commas and full stops from the extract below.

Can you improve it by adding the correct punctuation?

Use these punctuation marks:

“ ”	.
Inverted commas	Full stop

Give me a minute, Hassan, I said Can't seem to get my costume on I reached over my shoulders to try to fasten the Velcro on my Robin Hood top

You're doing it up all wonky, Hassan said Before I could stop him, he ripped the Velcro apart Oops, he muttered nearly too quietly for me to hear

What?

Nothing, he said, in a high-pitched voice which meant that he was definitely lying

