

Year 3 Home Learning – 06/07/2020

It was so lovely to see so many children on our Zoom chats last week – we really enjoyed seeing them and hearing about what they have been getting up to at home. Remember to check your email for details of this week's meeting. Please continue to send us photos and messages from the children (and yourselves) about all of the wonderful things you have been doing.

Please don't hesitate to contact us on our Year 3 email – Year3stjohns@educ.somerset.gov.uk.

. Here are the activity ideas for this week but remember you can use any previous activities as much as you like. We hope this continues to be helpful.

Mrs Simenton and Miss Brimson ☺

<u>Timetabled Subject</u>	<u>Activities to use at home</u>
<p><u>Phonics/Spelling – 30 mins</u></p> <p>In this week's spellings we are adding the suffix 'ly'. This changes the adjective into an adverb.</p> <p>calmly exactly deadly bravely boldly gladly deeply clearly hourly quickly</p>	<p>We focus on learning spelling patterns in Year 3 (as well as common exception words). Weekly spellings are added to Spelling Shed but it will help children to recall them better if they learn them in different ways, so <u>as well as spelling shed</u> please practise them in other ways too. Here are some ideas:</p> <ul style="list-style-type: none"> ☆ Mnemonics can be really helpful for remembering spellings, e.g. because – big elephants can't always use small exits. Make up a mnemonic for spellings you're finding particularly tricky, or all of your spellings if you like! ☆ Write each spelling backwards. Can you put it into a sentence to see if your family can guess what the word is? ☆ Look, Cover, Write, Check with the words ☆ Write the words out then cut them up and put them back together. ☆ Use chalks and write the spellings outside. ☆ Can you write some silly sentences using the words? E.g. 'I calmly walked towards the deadly spider who quickly ran away!' ☆ Dictate sentences for your child with the words in e.g. 'I disagree with that answer'. ☆ Put all of the words on paper face down. Pick a word. Think of a sentence with that word in, as you say the sentence spell the word you are learning aloud. ☆ Can your child choose four of the words and create a short story with those words in?
<p><u>Maths – 30 mins</u></p> <p>Order and Timings are a guidance.</p> <p>(Choose which numbers to focus on based on your child.)</p>	<p>Number bonds (Pairs of numbers) to make 100, 500, 1000, – 10 mins</p> <ul style="list-style-type: none"> ☆ Hit the Button (no need to download the app, it is a website, just google it) ☆ Quick write number bonds- adult writes a number e.g. 52. Child then has to quickly write the matching number bond e.g. 48. (Number bonds to 100). ☆ Make some number bonds cards, put them face down, can your child pick a number and find its matching number bond? <p>Times Tables – 2, 3, 4, 5, 8, 10 and 11 and corresponding division facts– 20 mins</p> <ul style="list-style-type: none"> ☆ Chant the times table doing actions as you do so, or bounce a ball, whisper and shout them. Sing them to a favourite song. ☆ My Turn, Your Turn with times tables. Adult says 5x5 child says the answer. Or adult says 25 what could the times table question be? ☆ Write times table calculations then the opposite division calculation – $4 \times 2 = 8$ and $8 \div 2 = 4$. Look at the connection between the calculations. ☆ Active maths in or outside. Have all of the 8 times tables written on pieces of paper at one end of the room or garden. Have all of the answers to the 8 times tables at the other end. Your child picks a calculation runs to find the answer and puts the two together, and repeat. ☆ Write out some times tables for your child to have a go at solving. ☆ Try the BBC Supermovers website for timetables songs- this link takes you to x11 https://www.bbc.co.uk/teach/supermovers/ks2-maths-the-11-times-table/z464nrd ☆ Hit the button (times tables and division). ☆ TTrackstars - https://ttrackstars.com/ ☆ Design a Times table poster to be used at school in a Year 3 Classroom.