



BROOKE &
MARSHLAND
FEDERATION

Year 3 Home Learning

Theme: Hail Caesar

Summer Term 1 Week four

English Key vocabulary

Homophone

A homophone is a word that is pronounced the same as another word but differs in meaning. A homophone may also differ in spelling. The two words may be spelled the same, such as rose and rose, or differently, such as carat, and carrot, or to, two, and too.

Suffix

A group of letters added to the end of a root word. Suffixes change the meaning of the root word.

English lesson 1

Practise spelling the following words (homophones): brake, break, ate, eight, grate, great.
Challenge: find the definition in a dictionary or online.

Was or Were? Write these sentences into your book using the correct form of was or were.

Remember: Was = 1 person singular
Were = 2 or more people. plural

1. There _____ a dog in the car.
2. We _____ going to the beach, but it rained.
3. They _____ at the park yesterday.
4. It _____ on the sofa the last time I saw it.
5. The magazines _____ laid on out the table in front of the office.
6. The dog's food _____ kept in the cupboard under the sink.
7. All of the sporting events _____ cancelled because of the bad weather.
8. She _____ the smartest person in the whole school and when she grew up she _____ going to be a scientist.
9. The girls cricket team _____ the best in the world.
10. The boys rounders team _____ on their way to the finals!

Challenge: write your own sentences including was or were.

English lesson 2

Practise spelling the following words (homophones): son, sun, weight, wait, rein, rain, reign
Challenge: write each word in a sentence.



SATURN was once the king of the gods until his son Jupiter took his place. Saturn was the god of seed-sowing, which makes him sound a bit like a very powerful gardener.



JUNO was Jupiter's wife and she looked after women. She is often shown armed with a weapon and wearing a goatskin cloak, so best not to mess with her. Especially if you're a goat.



NEPTUNE was the god of the sea. His temper was violent and the ancient Romans thought he caused earthquakes when he was angry. Best not to steal his sandals when he's not looking!

Answer the following questions in your book:

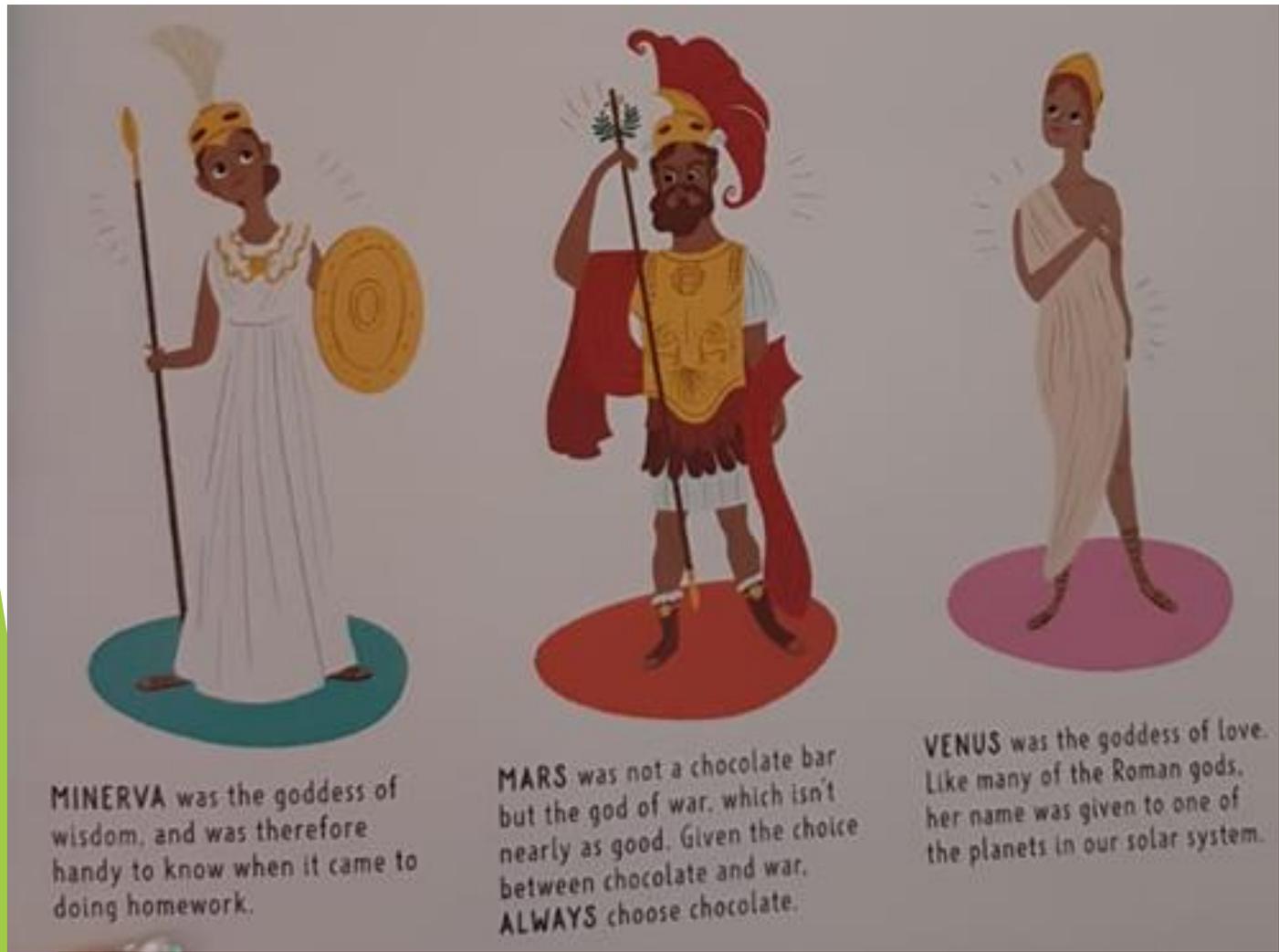
Looking: Who is the king of the gods?

Clue: Was Juno an important goddess? Use information from the text to support your answer.

Thinking: Romans had Gods and Goddesses that explained and looked after lots of different parts of their life. Modern life is very different - what might gods and goddesses do now?

English lesson 3

Practise spelling the following words (homophones): heel, heal, he'll, plain, plane, groan, grown
Challenge: create your own word search including all of these words and see if an adult or sibling can find all of the words.



Answer the following questions in your book:

Looking: Which god or goddess would be most likely to help you if you were stuck on a question?

Clue: Do you think Mars was a nice god? Why? Use evidence from the text to support your answer.

Thinking: The romans asked the Gods for help. Who might you ask for help now?

English lesson 4

Practise spelling the following words: young, double, touch, country, trouble and rough. The ou make the u sound.

Challenge: write each word carefully and write the vowels in a different colour.

Section 1

Mr Whoops has made TWO clumsy spelling mistakes in his sentence. Can you underline them and correct them?

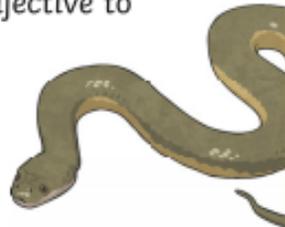
Yesterday,
I had a terrible
accidant when I fell
off my bisycle.



Section 2

Can you add an adjective to this sentence?

The _____
snake slithered
through the grass.



Section 3

Underline all the verbs in this sentence:

James stirred the cake mixture, poured it into the tin and put it into the oven.



Section 4

Add a full stop, exclamation mark or question mark to the end of this sentence.

What big
teeth
you have,
Grandma



Section 5

Insert inverted commas into this direct speech sentence:

Would
you like to
come to a tea
party? asked
The Queen.



Section 6

Are the following letters consonants or vowels?

E

T

English lesson 5

Practise spelling the following words: quickly, nicely, lately closely, happily, funnily and luckily

These words included the suffix ly.

When the root word ends in a y, you need to change it to an i before you can include the suffix at the end of the word.

For example: happy happi happily

Writing Task

Invent your own Roman god or goddess. Draw a picture of them and create a biography all about them. What are they called? What are the God or Goddess off? What are their powers and what are they like? What do they look like?



This is the Roman Goddess Teacherina. She is the goddess of teachers and Students. She makes sure students listen to their teachers and learn everything they should.

She makes sure teachers don't set too much homework and rewards them every year with a special fermented grape juice and chocolate.

The summer Holidays are very sacred to her, and is when she rests.

Star words for fractions

- ▶ unit
- ▶ non-unit
- ▶ quantity
- ▶ fraction
- ▶ whole
- ▶ compare
- ▶ greater
- ▶ more
- ▶ less
- ▶ fewer
- ▶ smaller
- ▶ solve

▶ Handy websites:

<https://www.bbc.co.uk/bitesize/topics/zhdwxnb>

<https://urbrainy.com/maths-games/year-3-ages-7-8/division-and-fractions>

<https://www.theschoolrun.com/teacher-tricks-fractions>

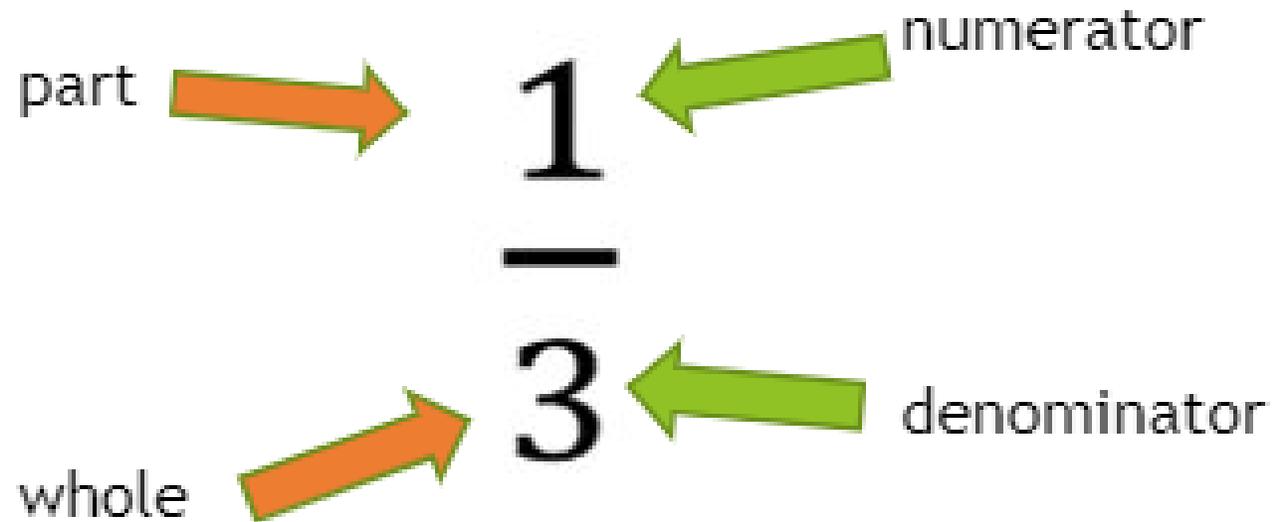
In maths the focus will be fractions

Star words

non-unit fraction - has a numerator that is NOT 1. For example

$$\frac{3}{4}$$

$$\frac{3}{9}$$



Maths lesson 1

LT: find a fraction of an amount

Skip

Hop

Find $\frac{1}{5}$ of Eva's marbles.

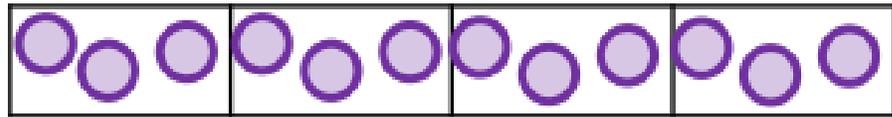


I have divided the marbles into equal groups.

There are marbles in each group.

$\frac{1}{5}$ of Eva's marbles is marbles.

Dexter has used a bar model and counters to find $\frac{1}{4}$ of 12



Use Dexter's method to calculate:

$$\frac{1}{6} \text{ of } 12$$

$$\frac{1}{3} \text{ of } 12$$

$$\frac{1}{3} \text{ of } 18$$

$$\frac{1}{9} \text{ of } 18$$

Whitney has 12 chocolates.



On Friday, she ate $\frac{1}{4}$ of her chocolates and gave one to her mum.

On Saturday, she ate $\frac{1}{2}$ of her remaining chocolates, and gave one to her brother.

On Sunday, she ate $\frac{1}{3}$ of her remaining chocolates.

How many chocolates does Whitney have left?

Jump

$$\frac{1}{3} \text{ of } 60 = \frac{1}{4} \text{ of } \square$$

$$\frac{1}{\square} \text{ of } 50 = \frac{1}{5} \text{ of } 25$$

Maths lesson 2

LT: To write non-unit fractions

Do Now - count in 50s up to 500

You could use 50p coins if possible

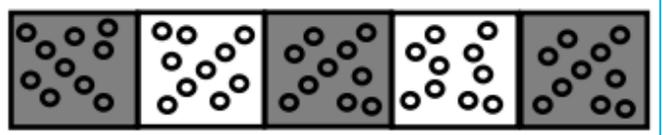
Hop

Betty cut a length of ribbon into equal pieces. The shaded part shows the pieces of ribbon she used to tie up her hair.



$\frac{\square}{\square}$ of the ribbon was used to tie up
 $\frac{\square}{\square}$ Betty's hair.

Ina had a bag of marbles. She shared them into equal groups. The shaded parts show the marbles she gave to her friends.

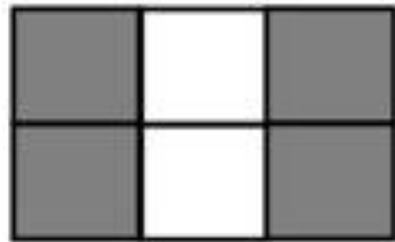


$\frac{\square}{\square}$ of the marbles were given to
 $\frac{\square}{\square}$ Ina's friends.

Maths lesson 2 continued

Hop continued

Serim marked his garden into equal areas. In some areas he planted vegetables and in the others he planted flowers. The shaded part shows where he planted vegetables.



$\frac{4}{6}$ of the garden is planted with vegetables.

Complete the sentences to describe the apples.

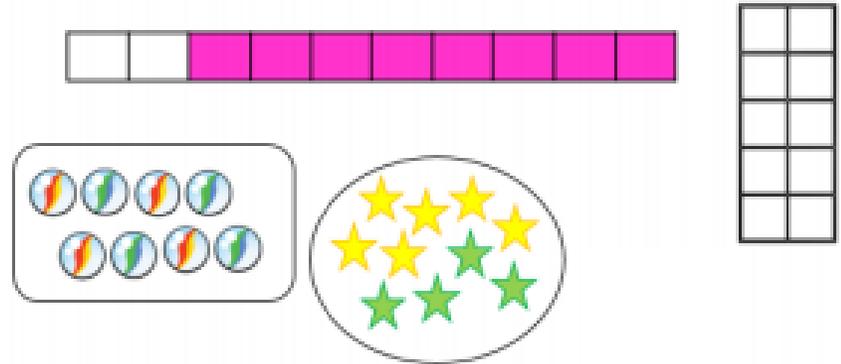


$\frac{4}{7}$ of the apples are red. $\frac{3}{7}$ of the apples are green.

$\frac{4}{7}$ and $\frac{3}{7}$ make one whole

Skip

Odd One Out



Which is the odd one out?
Explain your answer.

Maths lesson 3

LT: to find fractions of a number

Hop <https://www.youtube.com/watch?v=D4DL4UleRul>

1. Divide the number of objects by the denominator to find the answer.
2. Multiply your first by the numerator.

For example

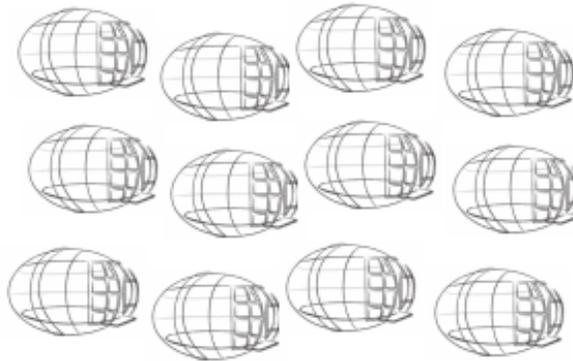
$$\frac{2}{3} \text{ of } 15 = 10$$

Find one third first by dividing 15 by 3

$$\frac{1}{3} \text{ of } 15 = 5$$

Then multiply 5 by the numerator

$$\text{So } 5 \times 2 = 10$$



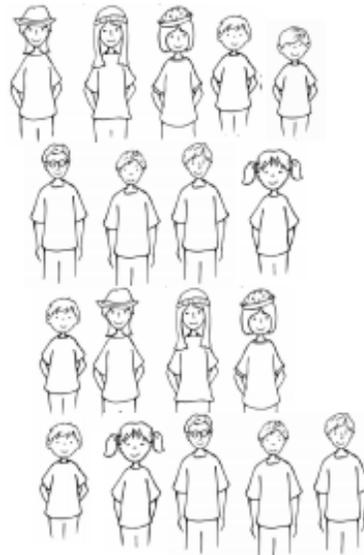
There are 12 pods.

One sixth of the pods are empty.

$$\frac{1}{6} \text{ of } 12 \text{ is } \square$$

Five sixths of the pods have people in.

$$\frac{5}{6} \text{ of } 12 \text{ is } \square$$



Eighteen people are waiting to go on the London Eye.

One third of the people are wearing hats.

$$\frac{1}{3} \text{ of } 9 \text{ is } \square$$

Two thirds are not wearing hats.

$$\frac{2}{3} \text{ of } 9 \text{ is } \square$$

Maths lesson 4

LT: to find fractions of a number

<https://www.youtube.com/watch?v=D4DL4UleRul>

1. Divide the number of objects by the denominator to find the answer.

2. Multiply your first by the numerator.

For example

$$\frac{2}{3} \text{ of } 15 = 10$$

Find one third first by dividing 15 by 3

$$\frac{1}{3} \text{ of } 15 = 5$$

Then multiply 5 by the numerator

$$\text{So } 5 \times 2 = 10$$

Hop

1. Find $\frac{2}{4}$ of 16

2. Find $\frac{2}{3}$ of 18

3. Find $\frac{2}{8}$ of 24

4. Find $\frac{2}{10}$ of 30

5. Find $\frac{3}{4}$ of 12

Maths lesson 5

LT: to compare fractions with the same denominator

Hop $>$, $<$ or $=$

$$\frac{3}{4} \bigcirc \frac{1}{4}$$

$$\frac{1}{6} \bigcirc \frac{5}{6}$$

$$\frac{3}{8} \bigcirc \frac{5}{8}$$

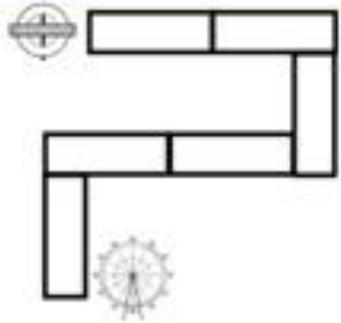
Order the fractions in descending order.

$$\frac{3}{8} \quad \frac{5}{8} \quad \frac{1}{8} \quad \frac{8}{8} \quad \frac{7}{8}$$

Definition of descending

Numbers **are** said to be in **descending** order when they **are** arranged from the largest to the smallest number.

Skip

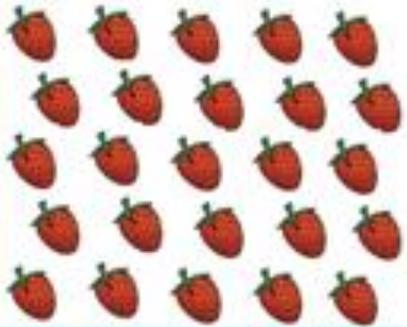


This path shows the route from the underground station to the London Eye. The sections of the path are equal.

Meron walked two sixths of the route.

John walked three sixths of the route.

Who walked further?

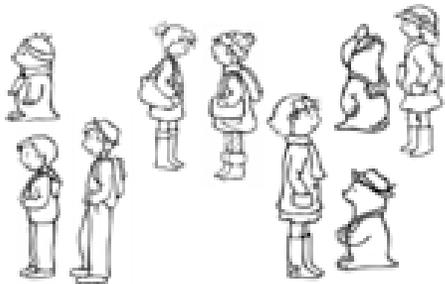


There were 30 strawberries in a bag.

Aisha ate one tenth of the strawberries.

Khaled ate five tenths of the strawberries.

Who ate fewer strawberries?

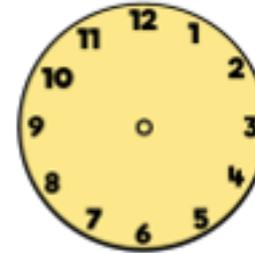


Nine visitors were waiting to go on the London Eye. One third of the visitors were moles. Two thirds of the visitors were people.

Were there more or fewer moles than people?

Find $\frac{2}{3}$ of 1 hour.

Use the clock face to help you.



1 hour = minutes

$\frac{1}{3}$ of minutes =

$\frac{2}{3}$ of minutes =

Topic lesson 1- PSHCE

► Being stuck inside all day can lead to arguments. It is important to find ways to resolve these arguments so that everyone is happy - what could these three children do to solve their arguments, and make sure everyone is happy? Write or draw and label your answer in your book.

► 1. Mathew wants to play on the PlayStation all day, but his Mum wants him to go outside and play with his sister. How could they resolve this argument so everyone is happy?

► 2. Mary and Elizabeth are baking some cakes. Mary wants to make chocolate cakes, Elizabeth wants to make Lemon cakes. What could they do?

► 3. Jonathon's favorite film is on Tv. He has the film on DVD in his bedroom and he has already watched it on TV. A film Ellie has never seen is starting, and Jonathon doesn't want to change the channel. What should they do?



Topic lesson 2 - PE

We will be looking at athletics in PE and getting ready for sports day!

Here is your task.

Think of a brand-new Event that can make its debut at this year's sports day. Maybe it's how many pieces of bread you can balance on your head whilst spinning anti-clockwise.

Maybe it's balancing a spoon on your nose and running a relay.

Perhaps it's the high heeled sprint.

Think of your own and either film/take a picture of you competing in the competition in your house or garden, or draw and label a diagram of the event, explaining how it works and how to win.



Here we have Miss Gough taking part in the very first commando crawl sprint race. The gnomes are cheering her on.

Despite being the only competitor, Miss Gough came third after being beaten by a butterfly and a falling leaf.

Additional resource links

Homophones

<https://www.theschoolrun.com/homophones-explained>

Suffix - ly

<https://www.youtube.com/watch?v=7cWbfiHEMcY>

Suffixes

https://www.youtube.com/watch?v=U_6mfwXe3Bo

Fractions of amounts

<https://www.youtube.com/watch?v=E2QvVicQcMo>