

## Year 3 - Home Learning Pack (31st March)

### English Lesson 1

Read the extract below from *The Lion, the Witch and the Wardrobe*.



The children then come upon an empty room with a large wardrobe, but while the others move on, Lucy, the youngest, stays behind and opens the wardrobe door. She looks in out of pure curiosity, and two moth-balls drop out. Inside, she sees a row of long fur coats. Still driven by curiosity, she climbs in and reaches past the coats, careful to leave the wardrobe door open. As she crawls further inside, surprised that she doesn't immediately encounter the back of the wardrobe, she notices that the hard floor has become mysteriously cold and soft, and that something prickly is all around her. She realizes that the prickliness comes from the branches of trees, and that the floor is covered in snow. She is standing in the middle of a wood; it is night, and snow is falling.

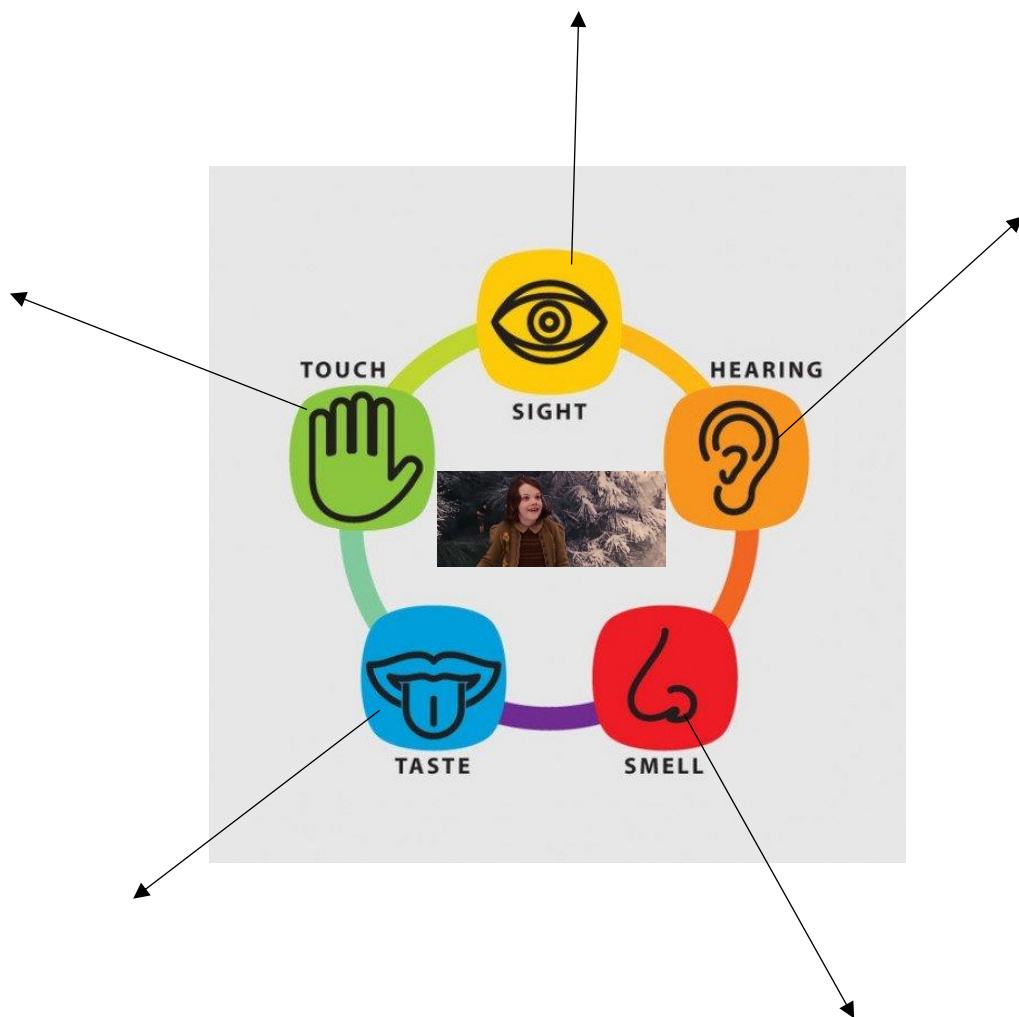
**Task:** Make a mind map of all the things Lucy might be able to see, hear, touch, taste, smell. If you have seen the film or read the book you can base your ideas on what was actually there. However, if you have not, or if you would like to you can use your imagination of what it might be like and make up your own ideas.

You might like to watch the clip - *Lucy discovers Narnia* - to help you get started.

## Mind map

### Success Criteria

- Write ideas for each sense
- Use noun phrases (e.g. the rough, textured bark, the velvet, ice-cold snow)





## Year 3 Spelling

Read through the spellings from the Year 3 /4 list below.

|              |            |            |              |            |            |
|--------------|------------|------------|--------------|------------|------------|
| accident     | century    | experiment | interest     | particular | remember   |
| accidentally | certain    | extreme    | island       | peculiar   | sentence   |
| actual       | circle     | famous     | knowledge    | perhaps    | separate   |
| actually     | complete   | favourite  | learn        | popular    | special    |
| address      | consider   | February   | length       | position   | straight   |
| answer       | continue   | forward(s) | library      | possess    | strange    |
| appear       | decide     | fruit      | material     | possession | strength   |
| arrive       | describe   | grammar    | medicine     | possible   | suppose    |
| believe      | different  | group      | mention      | potatoes   | surprise   |
| bicycle      | difficult  | guard      | minute       | pressure   | therefore  |
| breath       | disappear  | guide      | natural      | probably   | though     |
| breathe      | early      | heard      | naughty      | promise    | (although) |
| build        | earth      | heart      | notice       | purpose    | thought    |
| busy         | eight      | height     | occasion     | quarter    | through    |
| business     | eighth     | history    | occasionally | question   | various    |
| calendar     | enough     | imagine    | often        | recent     | weight     |
| caught       | exercise   | increase   | opposite     | regular    | woman      |
| centre       | experience | important  | ordinary     | reign      | women      |

Now choose 5 of the spellings and put each of them into a sentence.

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## Year 3 - SPAG

Read through the sentences and then identify each word type.

### Success Criteria

Circle the nouns

Underline the verbs

Highlight the adjectives.

Tick ✓ the adverbs

Noun - person, place or thing

Verb - action word

Adjective / noun phrase - describing word / describes a noun

Adverb - describes a verb

As the moon slowly rose in the inky, black sky the wise, old owl shifted along the thin branch. Below, he heard scuttling feet and the rustling of the leaves. Dinner, he thought. Excitedly, he prepared to swoop down, but was rudely interrupted by a fellow night bird.

## Year 3 - Reading

Read the text taken from the book *James and Giant Peach*, by Roald Dahl. Then answer the questions below.

### Success Criteria

Read the text

Read the question

Circle the key words in the question.

Find one or more of the key words in the text.

Does it answer the question? Does it give you clues as to what the answer is?

### James and the Giant Peach

'Good gracious me!' Aunt Spiker said, 'What's that awful noise?'

Both women swing round to look. The noise, of course, had been caused by the peach crashing through the fence that surrounded it, and now, gathering speed every second, it came rolling across the garden towards the place where Aunt Sponge and Aunt Spiker were standing.

The gasped. They screamed. They started to run. They panicked. They both got in each other's way. They began pushing and jostling and each one of them was thinking only about saving herself. Aunt Sponge, the fat one, tripped over a box that she'd brought along to keep the money in and fell flat on her face. Aunt Spiker immediately tripped over Aunt Sponge and came down on top of her. They both lay on the ground, fighting and clawing to get up again, but before they could do this the mighty peach was upon them.

There was a crunch. And then there was silence.



### Questions

1. What did the peach crash through? \_\_\_\_\_

2. What was the peach rolling towards? \_\_\_\_\_

3. Write 3 things that the Aunts did when they saw the peach rolling.

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4. Which Aunt tripped over a box? \_\_\_\_\_

5. What did Aunt Spiker trip over? \_\_\_\_\_

6. What do you think made the 'crunch' noise?

\_\_\_\_\_

7. What do you think was happening inside the peach at this time?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What might happen next?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Year 3 - Maths

### Mental Maths

- Count up in multiples (jumps of) 4, 8, 50 and 100 forwards and backwards from any 3 digit number.
- Pick six 3 digit number and add 10 to each one.
- Pick six different 3 digit numbers and add 100 to each one.

### TT Rockstars

Spend 10 minutes a day working through your TT Rockstars app. If you have trouble accessing the app below is a multiplication grid test for you to test yourself against. One has been done for you.

|                           |               |              |              |              |
|---------------------------|---------------|--------------|--------------|--------------|
| $7 \times 4$<br><br>$=28$ | $8 \times 5$  | $5 \times 3$ | $8 \times 4$ | $4 \times 5$ |
| $11 \times 9$             | $12 \times 3$ | $6 \times 7$ | $8 \times 5$ | $6 \times 9$ |
| $5 \times 2$              | $5 \times 4$  | $3 \times 5$ | $7 \times 7$ | $3 \times 6$ |
| $3 \times 7$              | $6 \times 4$  | $4 \times 5$ | $9 \times 5$ | $6 \times 5$ |



## Maths

Rounding - round the numbers in the table to either the nearest 10 or 100.

Look at the digit you are rounding to. (E.g. if rounding to 10, look at the tens digit).

Go to the digit on the right.

4,3,2,1 round down 5,6,7,8,9, round up.

For example

34 rounded to the nearest 10

Look at the tens digit (3)

Go to the digit on the right (4)

4 rounds down so the answer is 30.

56 to the nearest 100

Look at the hundreds digit (0)

Go to the digit on the right (5)

5 rounds up so the answer is 100.

| Number | Round to nearest 10 | Round to nearest 100 |
|--------|---------------------|----------------------|
| 43     |                     |                      |
| 76     |                     |                      |
| 84     |                     |                      |
| 27     |                     |                      |
| 38     |                     |                      |
| 54     |                     |                      |

## Challenge

Round each of these 3 digit numbers to the nearest 10

*E.g. 132 to the nearest 10*

*Look at the tens digit (3)*

*Go to the right (2)*

*2 rounds down so the answer is 130.*

| Number | Rounded to the nearest 10 |
|--------|---------------------------|
| 132    | 130                       |
| 147    |                           |
| 163    |                           |
| 117    |                           |

## Maths Continued

Complete the following division problems. Remember some may include remainders

You can choose which method to work them out.

If you are unsure, visit Preston Hedge's Website and go to the curriculum tab, select Mathematics, then scroll down to the calculations policy.

|                |                 |                |
|----------------|-----------------|----------------|
| $342 \div 4 =$ | $455 \div 5 =$  | $248 \div 2 =$ |
| $432 \div 3 =$ | $154 \div 10 =$ | $321 \div 4 =$ |

Now have a go at these reasoning problems

- What are the key facts?
- What is the key vocabulary?
- What do I know?
- What do I need to find out?
- What calculations do I need to use?
- Use 'because' to explain.

1. I have 726 cupcakes to sell at the fair. The fair lasts for 3 days.  
How many do I want to sell each day?



2. There are 847 Anglo-Saxons living in 7 villages. How many live in each village?



3. Five hundred and nineteen penguins need to be put into 3 pools.  
How many will go in each pool?

