

Daily and Extended Homework-Class 3

Daily Homework	
Reading	Reading nightly, with a comment in their reading record. Whilst reading with your child it is really helpful to ask questions about what is going on, what might happen next and the meaning of tricky words.
Writing	Write sentences using words from appropriate spelling list. The children will be continuing to not be formally tested on these, but will participate in 'Spelling sessions' as well as their phonics/grammar group work, where we visit them and think of ways to support our spelling strategies. Practising homophones (words that sound the same that are spelt differently) especially they're, their and there Use of apostrophes – especially where they are not needed. Spotting mistakes in shops etc is always fun!
Mathematics	Practising multiplications – with a focus on the x3, x4, x5, x8 times table including the related division facts e.g. $3 \times 4 = 12$, $12 \div 3 = 4$ (at least 3 times a week). Everyday discussion about fractions e.g. I have $\frac{1}{6}$ of a pizza and I have eaten another $\frac{2}{6}$ how many sixths have I eaten. Asking children what is this the same as ($\frac{1}{2}$) will help them understand equivalent fractions. Experience of handling money including giving change e.g. adding up the shopping total, working out the change, working out discounts (10% off) etc

As you're already aware, this half term, we will be studying 'Rainforests'. Our class have agreed to do one of the following homework choices. This is their chance to show off their individual skills, styles and approaches to learning and presenting their work.

The table below outlines the extended homework options:

Extended Homework

You only need to complete **ONE** activity:

<p>Write poster that raises awareness of the issues surrounding the rainforests. (English)</p> <p>Research issues surrounding the rainforests e.g. deforestation, extinction of animals, the plight of indigenous groups then create a poster to explain the issues to others</p>	<p>Draw/paint/use ICT to create a piece of artwork of a rainforest animal. (Art/English)</p> <p>Create a picture of a rainforest animal in any media you would like. Then write facts about that animal to demonstrate your research.</p>	<p>Make a weather diary (Geography/Science)</p> <p>Collect weather information about the UK for 7 days e.g. rainfall, temperature, wind speed etc then compare this to information about the weather in a rainforest.</p>
<p>Supermarket Sweep! (Maths)</p> <p>Take a trip to the supermarket and write a price list for 10 items that come from the rainforest. (This can be any country that contains a rainforest) Using a written method of your choice total all of the items. Present your work in any way you choose!</p>	<p>Design your own 'new' rainforest animal and write a fact file (Geography/English)</p> <p>Design your very own rainforest animal and draw it</p> <p>Think about:</p> <ul style="list-style-type: none"> • where in the rainforest your animal will live; • what it will eat; • what colours it will be; • how it will move; • and whether it has any predators. 	<p>Design a board game that uses magnets and/or levers (Science / English / DT)</p> <p>Create your own board game that uses levers and/or magnets as part of the game. Then write a clear set of instructions to tell the players the rules.</p>

- This Extended Homework is due in on **Monday 26th March 2017**.

After talking to the whole class, the children agreed work should include:

Your best work	Work on the computer (if needed)
Things you've learnt at home	Some non-fiction writing
Something to present / explain (how they made their model, facts, writing etc.)	Fun!

The Parents' Role in Extended Homework

DO	DON'T
Know what they are learning about	Talk about how 'homework was different in your day'
Listen to them read every day	Multitask as you listen
Ask them questions so that they expand their thinking about the challenge e.g. What...? When...? Where...? Why...? Who...? How...?	Show off your knowledge about the subject matter
Give them varied experiences so that they can choose different ways of achieving the task	Make it all about expense (sometimes the cheapest ideas are the best:))
Be willing to support their activity by listening to their ideas and suggesting ways forward	Complete it for them
Show them they can achieve	Ignore the things they can't do – instead help them to find a way of overcoming the obstacle for themselves

If you have any questions please feel free to contact us.

Yours sincerely,

Mr D Partridge
Class teacher

Spelling List for Spring 2nd Half Term

il-:	illegal	illegible			
im-:	immature	immortal	impossible	impatient	imperfect
ir-:	irregular	irrelevant	irresponsible		
re-:	redo	refresh	return	reappear	redecorate
sub-:	subdivide	subheading	submarine	submerge	
inter-:	interact	intercity	international	interrelated (inter + related)	
super-:	supermarket	superman	superstar		
anti-:	antiseptic	antisocial	anti-clockwise		
auto-:	autograph	autobiography			

Children need to understand what the prefix means

Motivating and inspiring our children to achieve... in a creative, caring Christian community