

Daily and Extended Homework-Year 3 (Summer 1)

| Daily Homework | |
|-----------------------|---|
| Reading | <p>Reading nightly, with a comment in their reading record.</p> <p>Whilst reading with your child it is really helpful to ask questions about what is going on, what might happen next and check if they can summarise what is being said in each paragraph.</p> |
| Writing | <p>Write sentences using words from appropriate spelling list – listed below. 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</p> <p>Use of apostrophes – especially where they are not needed. Spotting mistakes in shops etc is always fun!</p> |
| Mathematics | <p>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).</p> <p>Discussion and experience of different units of measure e.g. how many millilitres are in a litre or grams in a kilograms. Giving children an opportunity to weigh and measure will them understand this concept. Looking at packets and comparing weights will really help or maybe even cooking to help the children practise reading scales.</p> <p>Experience of handling money including giving change e.g. adding up the shopping total, working out the change, working out discounts (10% off) etc</p> |

As you're already aware, this half term, we will be looking at 'What did the Romans ever do for us?' which will include looking at volcanoes and earthquakes. 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>Create a fact file about aspects of Roman life. (English)</p> <p>Research an aspect of Roman life e.g. housing, clothing or soldiers and create a fact file about the information they find out it. This could be presented on paper or using ICT.</p> | <p>Write a poem (English/Geography/History)</p> <p>Write a poem either acrostic or free verse about one aspect of our theme e.g. the Romans, Volcanoes or Earthquakes</p> | <p>Make a labelled model of a Roman soldiers (Art/History)</p> <p>Find out about the armour used by Roman soldier and create a labelled model showing the different parts.</p> |
| <p>Develop your own numeric code (Maths)</p> <p>Find out about the value of the Roman Numerals and create a new code for numbers. You could even create some calculations using the code for the class to solve.</p> | <p>Write a diary entry about experiencing a Earthquake (Geography/English)</p> <p>Find out about what an experiencing a earthquake is like. Write a diary entry imagining how you would feel and what you would see.</p> | <p>Produce a newspaper report (English/History)</p> <p>Find out about what happened at Pompeii then imagine you are a reporter at that time. Design and write your own newspaper front page.</p> |

- This Extended Homework is due in on **Monday 21st May 2018.**

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

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

| | |
|---|----------------------------------|
| 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.) | |

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 – Summer 1

information, adoration, sensation, preparation, admiration

sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)

happily, angrily

gently, simply, humbly, nobly

basically, frantically, dramatically