

## Daily and Extended Homework-Year 3 (Summer 2)

### Daily Homework

<b>Reading</b>	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 check if they can summarise what is being said in each paragraph.
<b>Writing</b>	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, knew and new, know and no  Use of apostrophes – especially where they are not needed. Spotting mistakes in shops etc is always fun!
<b>Mathematics</b>	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).  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.  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 looking at 'Farm to Fork'. 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:

<b>Design a menu for a meal where all the ingredients can be grown/reared in the UK</b> (DT)	<b>Write a play script for an advert to encourage children to eat more fruit</b> (English/ICT)	<b>Make a real healthy lunchbox and explain why it is balanced/healthy</b> (DT/English)
Find out which foods are grown in the UK and write a menu for a meal (breakfast, lunch or dinner) where everything is grown or reared in the UK. Present your menu however you choose!	Write a new play script for an advert to encourage children to eat more fruit.  (Once you have written it, you could even perform and record it to be shown in class!)	Make your own healthy/balanced lunchbox with any ingredients of your choice. Write a short explanation of what your lunchbox contains and why it is a balanced meal.
<b>Create an illustrated diary of something you grow.</b> (Science/Art)	<b>3D Food Sculpture</b> (Geography/Art/DT)	<b>Food Miles Map</b> (Geography/Maths)
Grow something simple like cress, mustard, or radish on tissue paper and draw a picture of it every few days to demonstrate what happens. Present your diary to the class.	Make a 3D sculpture of a piece of food - the choice is yours!  Find out where the food is grown or made and write a short explanation.	Find out which countries some of your favourite foods come from. (The sides of packets often tell you). Then create a food miles map to show their country of origin. Finally, calculate how many miles that food has travelled.

This Extended Homework is due in on **Friday 6<sup>th</sup> July 2018**.

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.)	

### 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 <b>your</b> 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 <b>can</b> 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 2

measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure

division, invasion, confusion, decision, collision, television, poisonous, dangerous, mountainous

famous, various, tremendous, enormous, jealous, humorous, glamorous, vigorous, courageous,

outrageous, serious, obvious, curious hideous, spontaneous, courteous