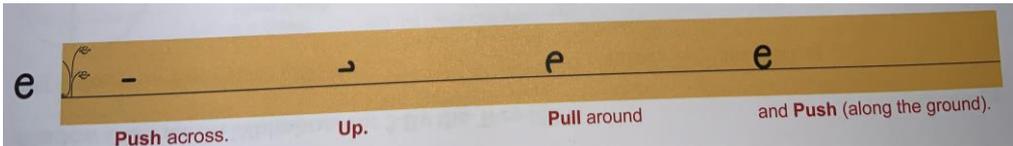
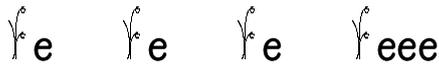
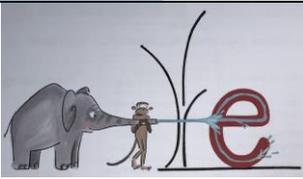


Year 3 Home Learning Letter – 20.04.20

Good morning everybody! I hope you all had a lovely (sort of) break and didn't eat too much chocolate! Thank you to those of you who sent me an email over the holidays letting me know what you've been getting up to. I also really enjoyed reading some of your finished stories that some of you emailed to me as well. Send an email to year3teacher@kingsapps.co.uk to say hi or ask any questions and I'll reply when I can. If you want to chat to Mrs Sellars, you can email thehaven@kingsapps.co.uk. Have a wonderful day!

Love Miss MacMaster xx

Spelling	<p>Rule: Suffixes. –ing, –ed, –s, –es, –ness, –ful, –less, –ly.</p> <p>Remember, a suffix is a group of letters that join onto the end of a root word. They can be tricky because sometimes the root word has to change its spelling. Draw this table in your books and fill in the gaps. I've shown you one as an example.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Root Word</th> <th>–ing</th> <th>–ed</th> <th>–s</th> <th>–es</th> <th>–ness</th> <th>–ful</th> <th>–less</th> <th>–ly</th> </tr> </thead> <tbody> <tr> <td><i>like</i></td> <td><i>liking</i></td> <td><i>liked</i></td> <td><i>likes</i></td> <td>–</td> <td><i>likeness</i></td> <td>–</td> <td>–</td> <td><i>likely</i></td> </tr> <tr> <td>hope</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>chat</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>bake</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Some of you might have noticed a reward from me in your Spelling Shed honeypots! Keep playing and I'll be rewarding those of you who I can see are making a great effort on Spelling Shed (and Maths Shed!)</p> <p><i>You could... challenge yourself to complete a Hard level on Spelling Shed.</i></p>		Root Word	–ing	–ed	–s	–es	–ness	–ful	–less	–ly	<i>like</i>	<i>liking</i>	<i>liked</i>	<i>likes</i>	–	<i>likeness</i>	–	–	<i>likely</i>	hope									chat									bake								
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Reading	<p>Spend at least 20 minutes reading a coloured sticker book.</p> <p>Have a go at retelling the story to an adult. You could tell it out loud, create some actions or freeze frames, or draw a comic strip that tells the story!</p> <p><i>You could... read aloud to someone else in person or over Skype/FaceTime.</i></p>																																														
Writing		<p style="text-align: center;">Solitary Existence</p> <p><i>Answer these questions about the image.</i></p> <ol style="list-style-type: none"> 1. Why do you think this image has been named 'Solitary Existence'? (Hint: 'solitary' means 'alone') 2. Where do you think this is? 3. How do you think the house ended up like that? 4. Who lives here? What do you think they are like? 5. Does anyone live near here? Who? <p style="text-align: center; background-color: #e0f0ff; padding: 5px;">Don't forget to use Kinetic Letters and correct spelling in your writing!</p>																																													
Handwriting	<p>Practise the only letter in our special Squirter Family – e!</p> <p>It's special because it's the only family with just one letter in it.</p> <p>Did you know that e is the letter we use most in English?</p> <div style="text-align: center;">  </div> <p>Then, in lizard position, draw trees in your margin and practice the letter e. Do 3 for fluency and then 3 for formation (3 individually, then 3 in a row).</p> <p>Remember the <u>top</u> of the e reaches Skip's Branch.</p> <div style="text-align: center;">  </div>																																														

Maths	<p>On the last day of the term, I gave you a multiplication grid that you timed yourself on.</p> <p>Have another go at the same grid today and see if you can get the same time from before the holidays – you might even be faster!</p> <p>There's one on the next page if you want to print it out or you can use the lines in your book and a ruler to draw one.</p>	
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Wider Curriculum

Choose from these jobs:	<ul style="list-style-type: none"> • PE: Spend 15 minutes moving (without stopping!). It could be jogging on the spot indoors, riding your bike outdoors, stretching your legs and arms, doing star jumps... • Computing: Write down a routine for making a sandwich (like when we did our morning routines). Think VERY carefully about the tiny details you will need to give (the cupboard door will need to be opened, how many slices of bread will you need?, take the lid off first). You could then read out your instructions to an adult and see what sort of sandwich you end up making. I can't wait to see photos or videos of what you end up doing! This video might give you some ideas (and it might make you laugh too!): https://www.youtube.com/watch?v=leBEFaVHlIE • French: Imagine you are meeting a brand new person. Introduce yourself to them in French. Write down a paragraph in your book. You could film yourself saying it out loud too. Remember to say hello and goodbye, say what your name is (Je m'appelle...), say how you are feeling (ca va...), say where you live (J'habite en...), say how old you are (J'ai ... ans).
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Question of the day	<p><i>Would you rather be a pen or a pencil?</i></p> <p>Think carefully about what it would mean to be a pen or a pencil. Which of those would you prefer? Explain why.</p> <p>I'll let you know what I would prefer to be tomorrow. I'd love to hear your ideas in an email!</p>
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