

Home Learning Pack for Year 3

Week beginning 1st June

This pack does not need to be printed. Pupils can work through the pack using their own pad/exercise book. Pupils can gain extra support by scanning the QR codes throughout this pack with a supporting device such as a phone/ipad. Simply open the camera from your chosen device and scan the code.





Spelling Shed

Stage: 3	Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.
List: 26	Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
scheme					
chorus					
chemist					
echo					
character					
stomach					
monarch					
school					
anchor					
chaos					

Stage: 3

Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.

List: 26



Spelling Shed

	Quiz	Answer
1	In a song, this is the part that is repeated after each verse.	
2	A place where you go to buy medicines or get prescriptions.	
3	You usually have a main _____ in a book who is the star.	
4	An object that ships drop to stop them moving.	
5	What you can hear when you shout in the mountains.	
6	A place you go to learn.	
7	Complete disorder or confusion!	
8	The generic name for a king or queen.	
9	The biological name for your tummy.	
10	To make plans, often in a devious way or when you might do something you shouldn't.	

Day 1

Maths

Warm ups!

First work out the sums, then put them into number order based on their answers.

Numerical!

Let's test your calculator and ordering skills! Can you put these sums into numerical order? Use your calculator carefully! 6 7 and 8s

1. $8 \times 2 =$

2. $64 \div 8 =$

3. $6 \times 8 =$

4. $7 \times 3 =$

5. $6 \times 8 =$

6. $9 \times 5 =$

7. $7 \times 9 =$

8. $7 \times 8 =$

9. $0 \times 6 =$

10. $6 \times 3 =$



Hidden Numbers!



Find the answers to these sums in the grid!

Numbers to find...

1. $2 \times 10 =$

2. $121 \div 11 =$

3. $8 \div 8 =$

4. $24 \div 12 =$

5. $9 \times 6 =$

6. $2 \times 4 =$

7. $100 \div 10 =$

8. $9 \times 10 =$

9. $7 \times 0 =$

10. $5 \times 3 =$

O	N	E	T	W	O	F	I
W	Y	T	N	E	W	T	E
T	N	Y	I	E	T	I	G
Y	C	T	B	A	G	E	E
T	A	E	A	H	A	D	N
F	Y	N	T	Z	E	R	O
I	F	I	F	T	E	E	N
F	S	N	E	V	E	L	E

Core Maths

Day 1

Parallel lines

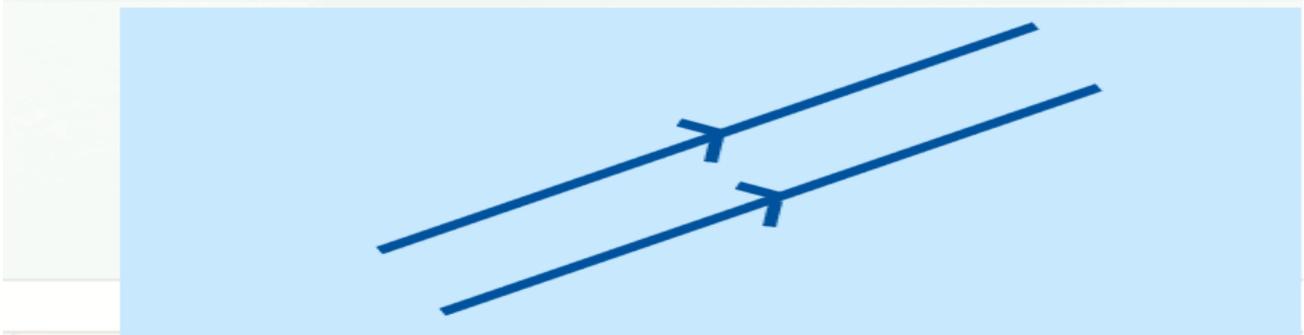
What are parallel lines?

Parallel lines are straight lines that **always stay the same distance apart from each other and never meet**, in pairs like train tracks. See examples in the diagrams below. They are mostly shown with arrows, as in the first example diagram.

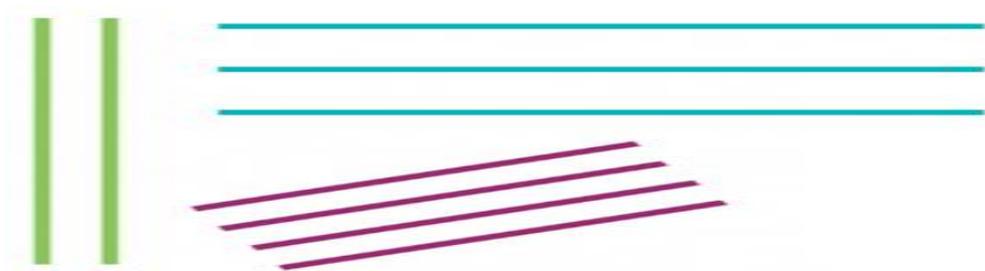
Parallel lines run alongside each other in pairs.

They would never meet if they carried on.

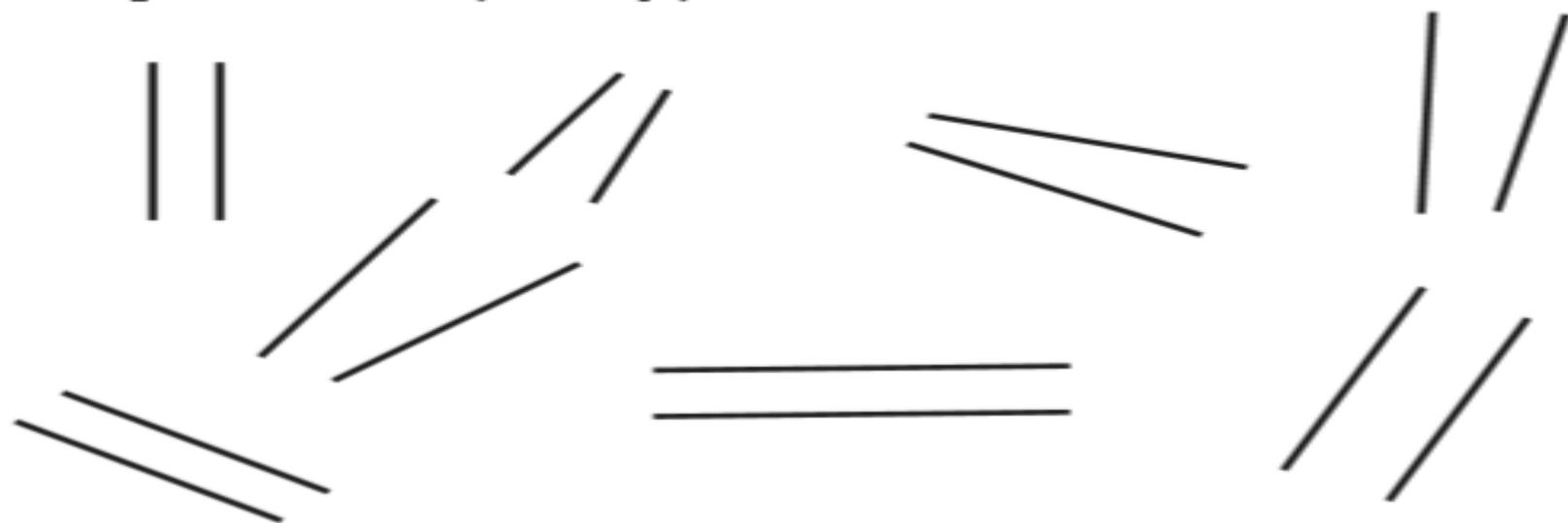
They are always the same distance apart.



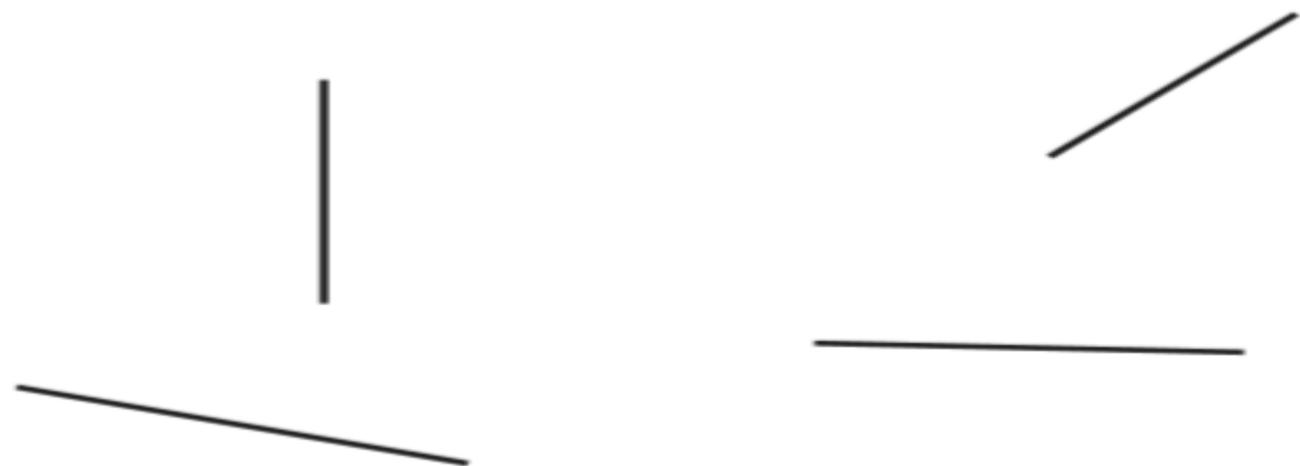
They are shown, in maths, with these arrows.



Can you circle the pairs of parallel lines?



Can you draw lines which are parallel to each of these?



Day 1 – 5

Daily reading

Day 1 – Day 5 To read a book of your choice for at least 10 minutes every day and then discuss what you have read with a person in your household.

Day 1

Literacy

Fables

What are fables?

Fables are short stories written a very long time ago that have a moral. This means the story has a message that helps us to think about our behavior; almost like teaching us a lesson about how we should behave. For example, it might be a fable giving the important message of being truthful, or being patient, or kind to others, or not showing off!

See below the features of a fable. Features mean the different parts that make up something.

FEATURES OF A FABLE

1. The stories are FICTION (based on imagination or made up).
2. The stories are SHORT.
3. They are usually about ANIMALS with human characteristics (they treat animals as people) but can be about PLANTS.
4. They are often CLEVER and/or amusing.
5. They include a MORAL. This is a message or a lesson about how to do the right thing in various situations. The moral is for the reader, who will think about the right or wrong behavior that takes place in the story. It has nothing to do with the animals in the story.

There are many well-loved fables you may have read or have heard without knowing what they were called. **We will be hearing and reading some of the best known fables and thinking about what is the key message within each fable.**

A famous collection of fables is Aesop's fables. Aesop was a Greek slave who lived over 2,500 years ago who is believed to have written this collection of short stories.

Below is one of the well-known fables. Please scan QR code and listen to the audio of this story. For those who are unable to access this, please find a written version further below.

The boy who cried sheep



<https://www.bbc.co.uk/teach/school-radio/english-ks1--ks2-aesops-fables-the-boy-who-cried-wolf/zdsft39>

There once was a young boy who was given the job of looking after the village sheep. He took them up the mountain side to find fresh pasture. He sat down, but after a while he began to get bored, so to amuse himself he took a deep breath and cried, "Wolf! Wolf! The Wolf is chasing the sheep!"

The villagers heard the boy's cry and came running up the hill to help him drive the wolf away. But when they arrived, they found no wolf. The boy laughed at the sight of their angry faces.

"Don't cry 'wolf', shepherd boy," said the villagers, "when there is no wolf!" They went grumbling back down the hill and back to work.

Later, the boy became bored again and shouted,

"Wolf! Wolf!
drive the wolf



The wolf is chasing the sheep!" Delighted, he watched once again as the villagers ran up the hill to help him away.

When the villagers saw no wolf they sternly said, "Save your shouting for when there is really something wrong! Don't cry 'wolf' when there is NO wolf!"

Later that day, he really did see a wolf prowling around the flock. Terrified loudly as he could, "Wolf! Wolf!" But though the villagers heard him, they thought time they didn't come.



he leaped to his feet and screamed as he was trying to fool them again, so this

When sunset arrived, the villagers wondered why the shepherd boy hadn't returned to the village with their sheep. They went up the hill to find the boy. They found him weeping.



"There really was a wolf here!" he sobbed. "The flock has scattered! I cried out, "Wolf!" Why didn't you come?" An old man tried to comfort the boy as they walked back to the village.



"We'll help you look for the lost sheep

in the morning," he said, "but now you know that nobody believes a liar...even when he is telling the truth!"

Task

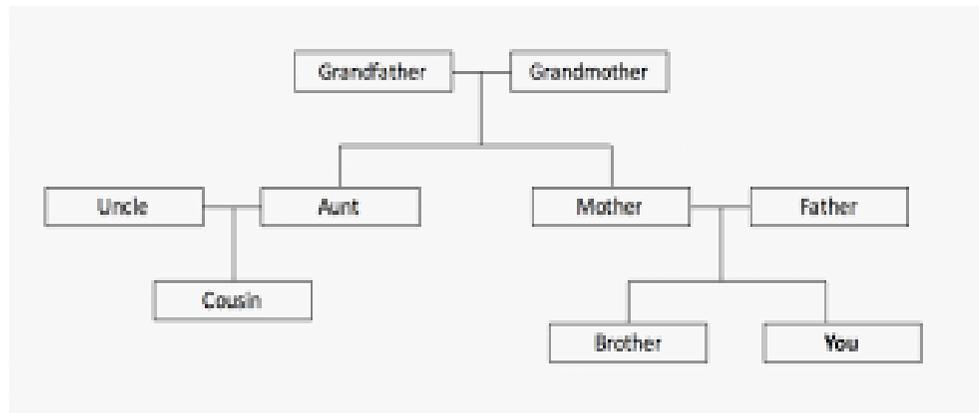
In your own words write in your book what is the moral of this fable. Explain fully why you think this.

Day 1

History

We will be looking at how life was like for early man many thousands of years ago. Before we do, we will start by thinking of our own families over the generations to get a sense of time of not too long ago!

To help us do this we will be completing a 'family tree'. There are various types of family trees. Here is an example below.



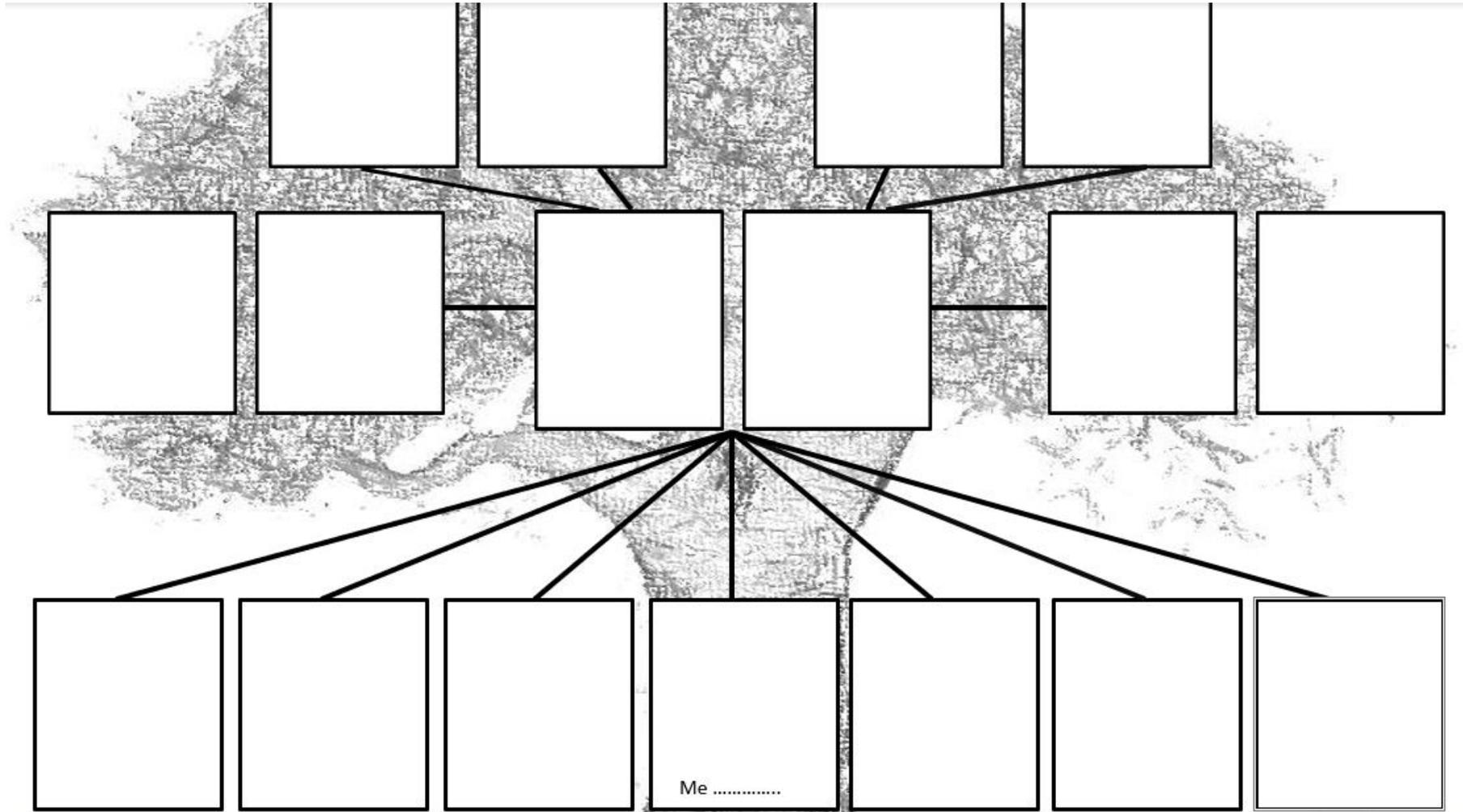
Task

You will be completing your own family tree.

On the family tree in the example above, **you** will be at the bottom of the boxes (where it says **you**). The boxes beside or either side of **you** on the diagram are for your brothers and sisters. **You may find there are too many boxes, if so, please just leave them empty.** It may be helpful to put in each place the name of your family member and to draw a picture of each of the persons in their own box. You may include their date of birth if you have this information.

On the next page there will be a family tree for you to complete. You may want to draw your own family tree in your book.

My Family Tree



Day 2

Maths

Warm ups!

Times Tables Match Up!

Draw a line to match the sum to the answer!

$2 \times 10 =$

21

$3 \times 10 =$

35

$7 \times 4 =$

28

$7 \times 5 =$

32

$6 \times 4 =$

24

$6 \times 6 =$

30

$7 \times 3 =$

20

$8 \times 4 =$

36

$9 \times 3 =$

27

$5 \times 9 =$

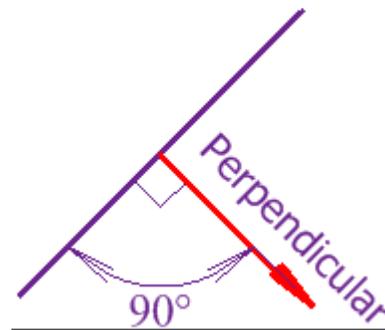
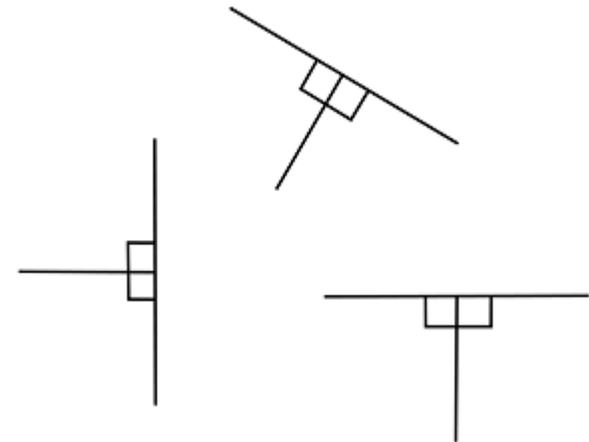
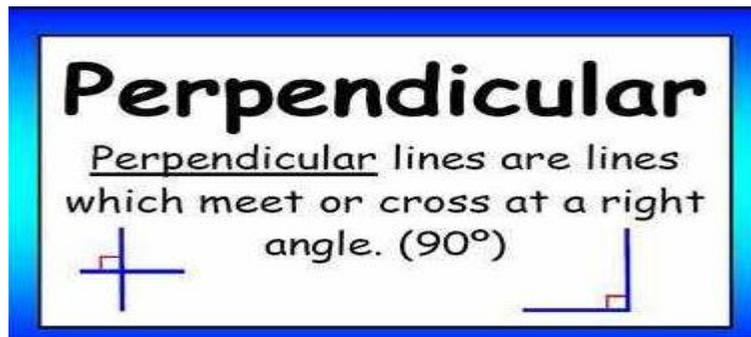
45

Day 2 Core Maths

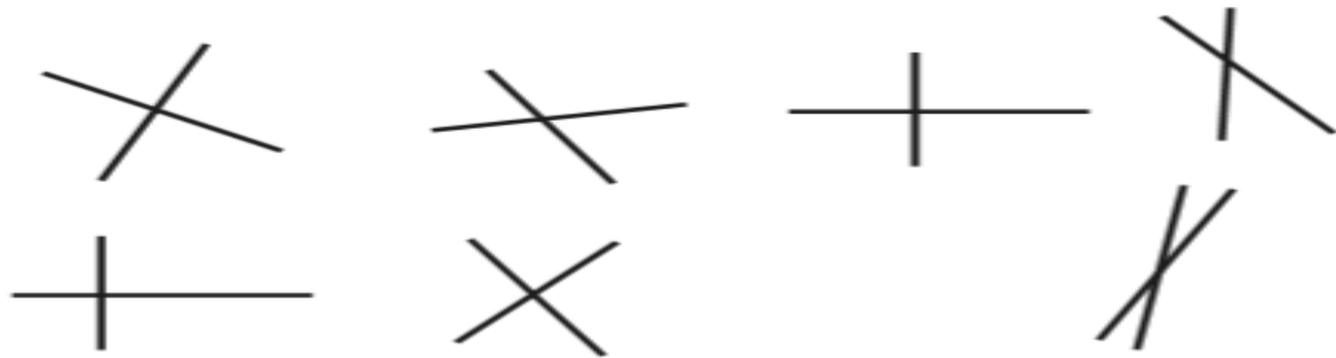
Perpendicular lines

What are perpendicular lines?

When two lines are at **right angles** to each other, these are perpendicular lines. We learned about angles a couple of weeks ago so hopefully you will remember past learning! Here are some examples for you of perpendicular lines.



Can you circle the pairs of perpendicular lines?



Can you draw lines which are perpendicular to each of these?



Day 2

Literacy

Fables

Scan the QR code and listen to the audio of the 'Ant and the grasshopper' fable. If you are unable to access the code there will be a short, written text of the fable below.



<https://www.bbc.co.uk/teach/school-radio/english-ks1--ks2-aesops-fables-the-ant-and-the-grasshopper/zhg3nrd>

In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, carrying along with great effort an ear of corn he was taking to the nest.

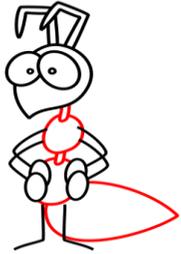
"Why not come and chat with me," said the Grasshopper, "instead of working hard in that way?"



"I am helping to lay up food for the winter," said the Ant,

"and recommend you to do the same."

"Why bother about winter?" said the Grasshopper; we have got plenty of food at present." But the Ant went on its way and continued its hard work.



When the winter came, the Grasshopper had no food and found itself dying of hunger, while every day it saw the ants fetching plenty of corn and grain from the stores they had collected in the summer.

Then the grasshopper knew....

Task

What do you think is the moral of this fable? Write a paragraph or two explaining your reasons fully.

Day 2

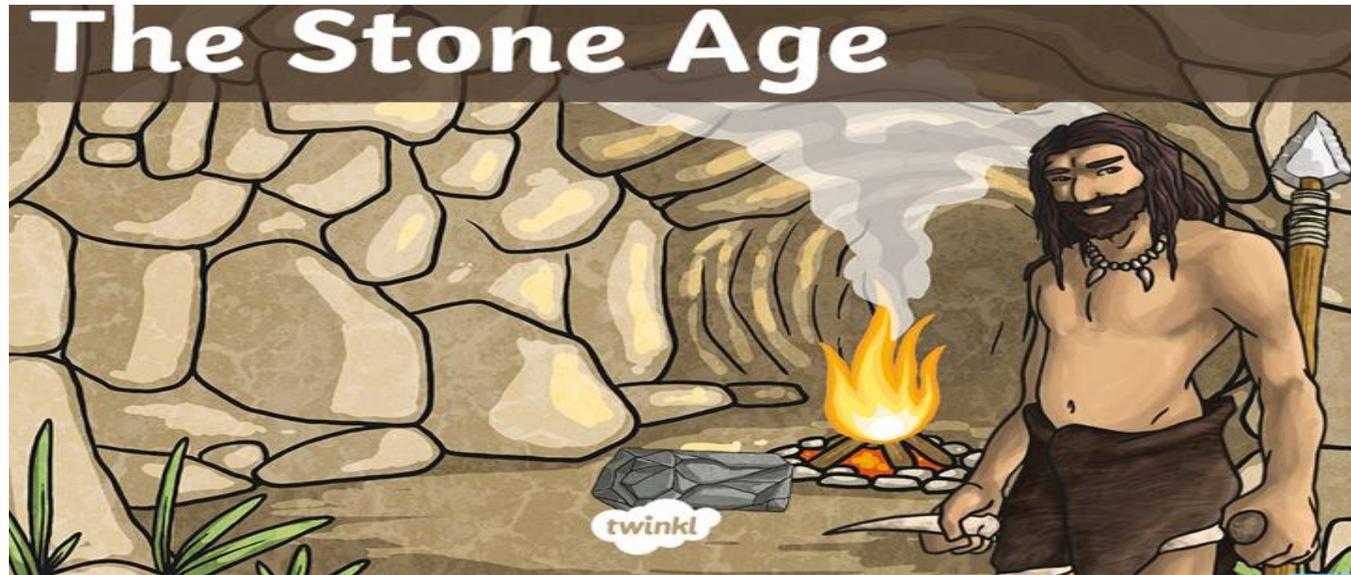
History

The Stone Age

The Stone Age is a period that began over 3 million years ago. During this long period of time there were slow changes that took place for man and the way people lived. After the Stone Age came the Bronze Age, followed by the Iron Age.

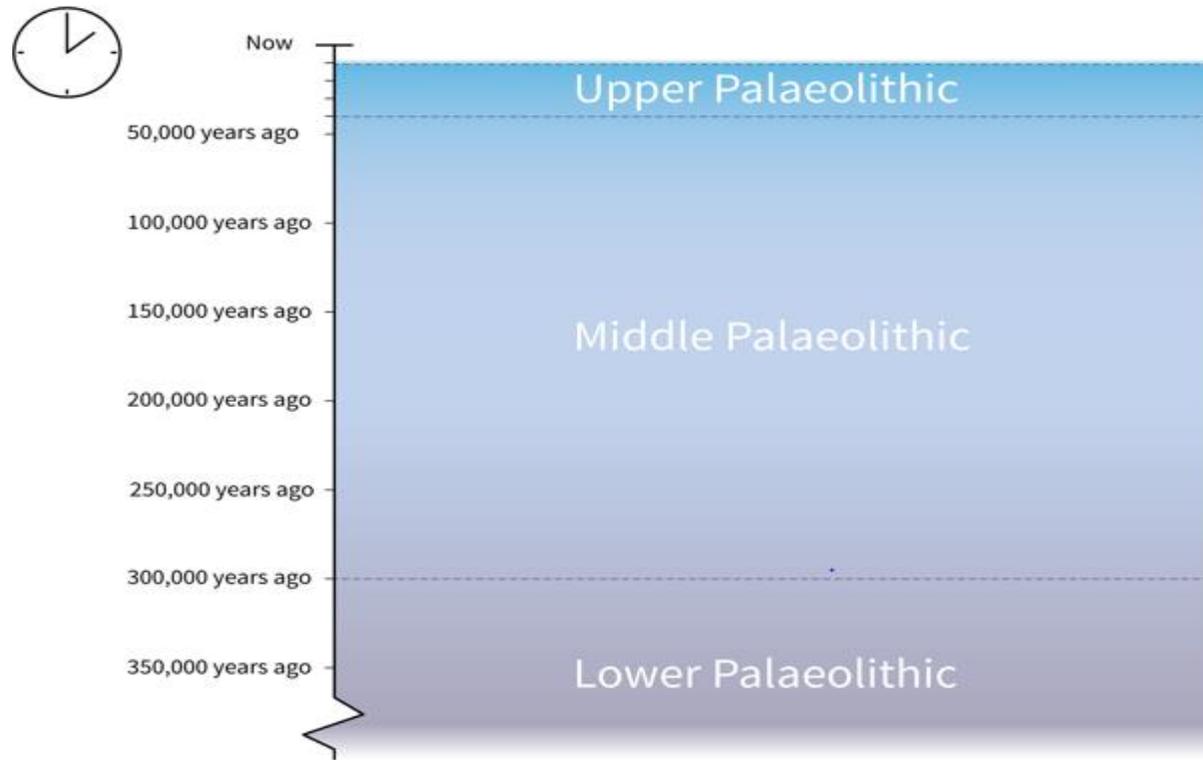
We will start our learning about the Stone Age people, who settled in Britain around 12,000 years ago, and find out from clues what life was like for those people back then.

There will be certain words we need to understand and use when speaking about the past, such as artefacts, historical evidence, tools, pre-historic, hunter-gatherers and periods of time known as BC and AD. We will look at these shortly.



The Stone Age is separated into three periods. Each period has a strange name, but do not worry about this now as what is important is to try to understand how long ago this was.

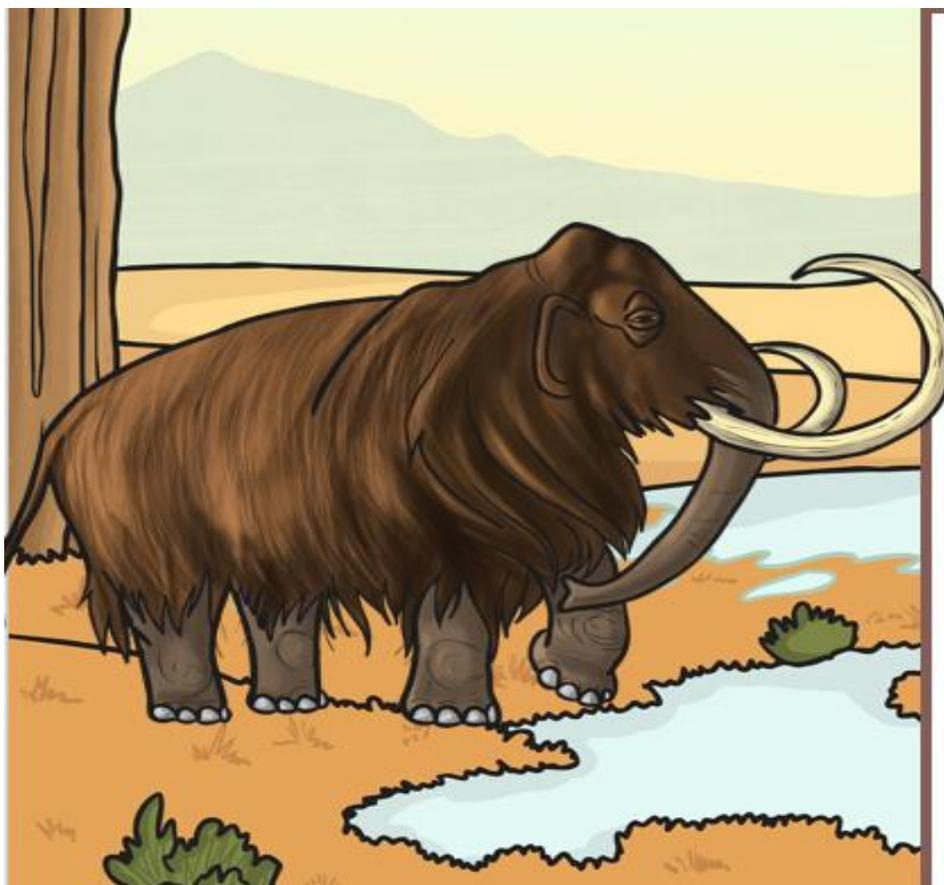
To help us get a sense of how long ago it was, see the timeline on the next page where the Stone Age is divided into three periods of time.



These three time periods that make up the Stone Age are long! The left-hand line tells you roughly how many years ago. Look where the word **now** is written at the top. That is where it is telling us is 2020!

Task

On the next page read about some **pre-historic (means the time before any written records existed)** animals that lived then. This will help us think about the dangers early man faced. Look at how the information uses subtitles.



Mammoth

When: Pleistocene (2.6 million years ago and ended 11,700 years ago) and the Holocene Epoch (11,700 years ago and continues through to present day)

Where: Everywhere except Australia and South America

Dietary type: herbivore

Closest living relative: modern elephant

Size: it was one of the largest land mammals. Adults were around the same size as elephants today. They were around 3m high and weighed around 4 tons.

Other features: they had smaller ears than elephants today, had thick wool to keep warm and they had very long tusks about 5m long. Their tusks were used for fighting and digging in deep snow.

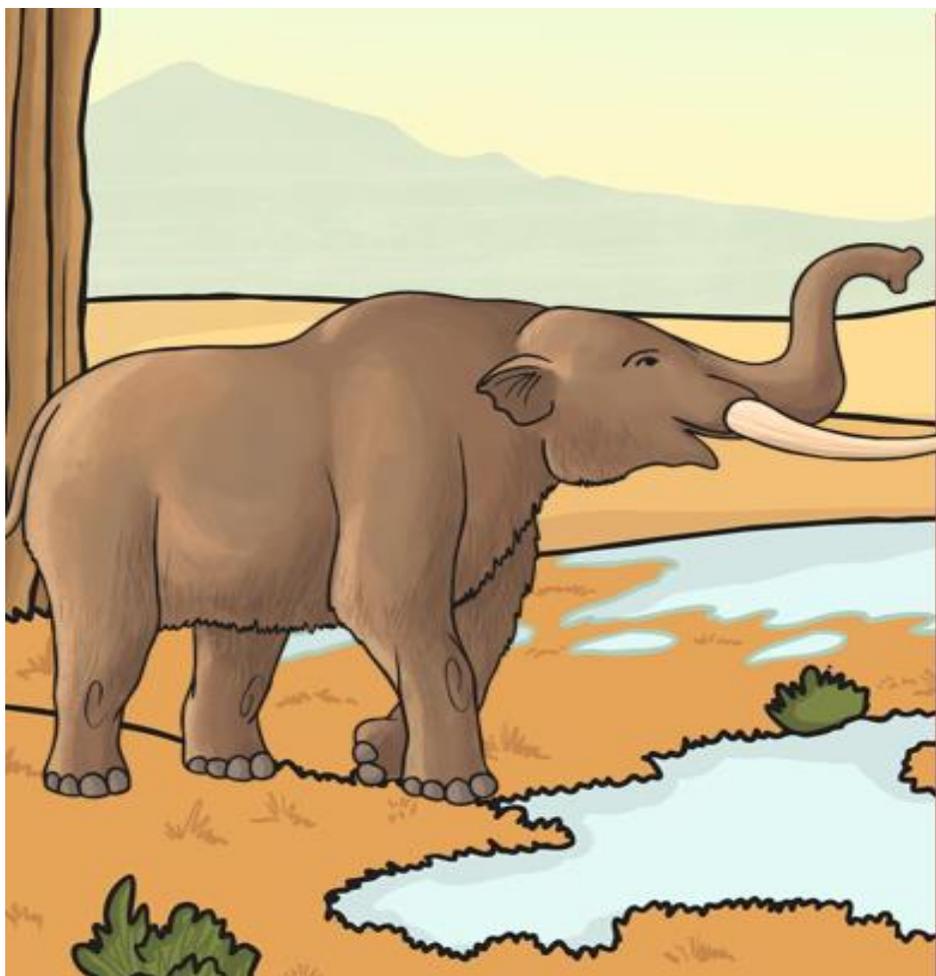
When - how many years ago

Where – which country they were found and lived

Dietary type – did they eat plants or meat or both? (herbivore= eat plants and meat) carnivore= eat meat omnivore= eat plants and meat)

Closest living relative - similar to type of animal

Other features -other facts?



Mastodon

When: First appeared in the early Miocene and continued in various forms through the Pleistocene Epoch (from 2.6 million to 11,700 years ago)

Where: Worldwide

Dietary type: herbivore. Fed on conifer twigs, swamp plants, spruce, pine, mosses etc.

Closest living relative: modern elephant

Size: adults were around the same size as elephants today. They were around 3m high and weighed around 4 tons.

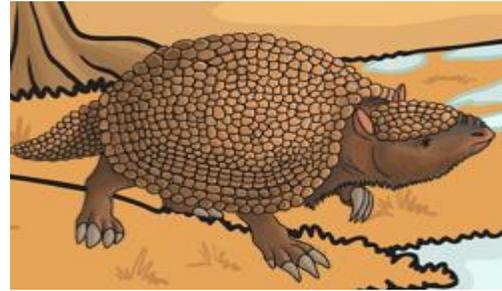
Other features: one of the largest land mammals living during the ice age. They had short tusks for breaking branches to feed on. They also had short wool.

Task

Find out information on two of these pre-historic animals and set out your information in your book using the sub-titles as shown in the examples in the previous pages. Don't forget to draw the animals.



Andrewsarchus



Glyptodon



Sabre-toothed cat



Woolly rhinoceros

← Backwards and Forwards! →

Practice the times tables you are learning by copying out in the first column. Now Think about the sum using the reverse operation (division) fill out the next column, Finally write it out once again.

Forwards
1 x _ =
2 x _ =
3 x _ =
4 x _ =
5 x _ =
6 x _ =
7 x _ =
8 x _ =
9 x _ =
10 x _ =

Backwards
_ ÷ 1 =
_ ÷ 2 =
_ ÷ 3 =
_ ÷ 4 =
_ ÷ 5 =
_ ÷ 6 =
_ ÷ 7 =
_ ÷ 8 =
_ ÷ 9 =
_ ÷ 10 =

Forwards
1 x _ =
2 x _ =
3 x _ =
4 x _ =
5 x _ =
6 x _ =
7 x _ =
8 x _ =
9 x _ =
10 x _ =

Day 3

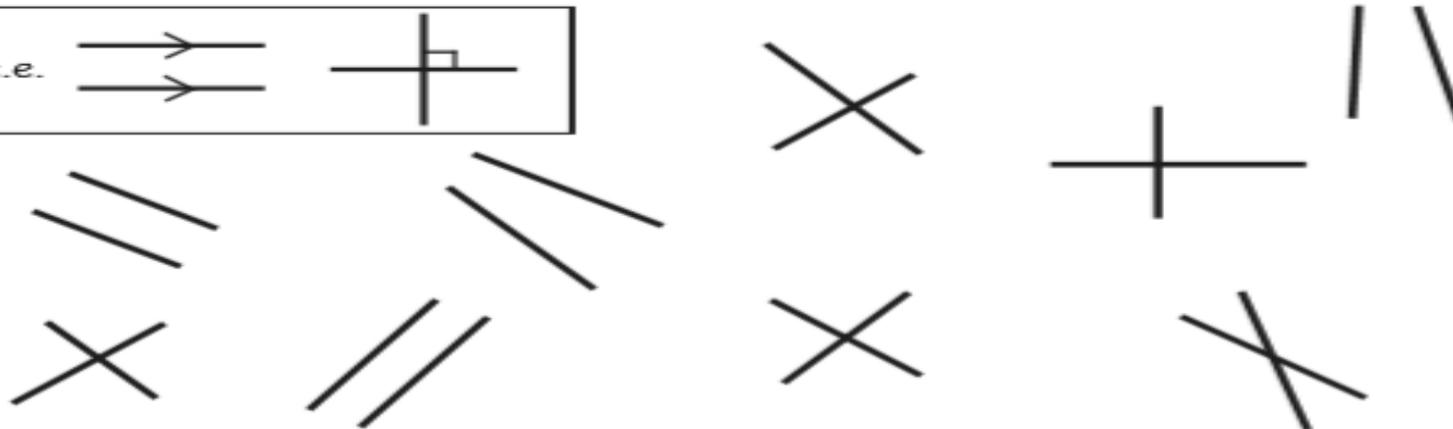
Core Maths

Parallel and perpendicular lines

Let's practise our understanding of what are parallel and perpendicular lines. If you need reminders, check your learning of Day 1 and Day 2.

Identifying Parallel and Perpendicular Lines

Can you label all the lines which are parallel or perpendicular? Use arrows for parallel lines and a right angle sign for perpendicular lines.



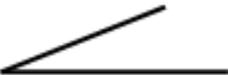
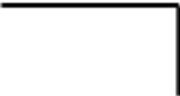
Can you draw a picture using only parallel lines and perpendicular lines?

Label any parallel or perpendicular lines. Use arrows for parallel lines and a right angle sign for perpendicular lines.

Parallel or Perpendicular?

Learning Objective: To recognise parallel and perpendicular lines.

Are these lines parallel, perpendicular or neither?

(a)		(d)	
_____		_____	
(b)		(e)	
_____		_____	
(c)		(f)	
_____		_____	

Day 3

Literacy

Fables

Scan the QR code and listen to the audio of the 'The lion and the mouse' fable. If you are unable to access the code there will be a short, written text of the fable below.



<https://www.bbc.co.uk/teach/school-radio/english-ks1--ks2-aesops-fables-the-lion-and-the-mouse/z67j92p>

A small mouse crept up to a sleeping lion. The mouse admired the lion's ears, his long whiskers and his great mane.

"Since he's sleeping," thought the mouse, "he'll never suspect I'm here!"

With that, the little mouse climbed up onto the lion's tail, ran across its back, slid down its leg and jumped off its paw. The lion awoke and quickly caught the mouse between its claws.

"Please," said the mouse, "let me go and I'll come back and help you someday."

The lion laughed, "You are so small! How could you ever help me?"

The lion laughed so hard he had to hold his belly! The mouse jumped to freedom and ran until she was far, far away.

The next day, two hunters came to the jungle. They went to the lion's lair. They set a huge rope snare. When the lion came home that night, he stepped into the trap.



He roared! He wept! But he couldn't pull himself free.

The mouse heard the lion's pitiful roar and came back to help him. The mouse heard the lion's pitiful roar and came back to help him.

The mouse eyed the trap and noticed the one thick rope that held it together. She began nibbling and nibbling until the rope broke. The lion was able to shake off the other ropes that held him tight. He stood up free again!

The lion turned to the mouse and said, "Dear friend, I was foolish to ridicule you for being small. You helped me by saving my life after all!"

Task



In your book write a paragraph or two about what you think is the moral or lesson that this fable teaches us. Explain your reasons fully.

Day 3

History

During the long period of time of the Stone Age, **archaeologists** found four different types of homes people lived in then.

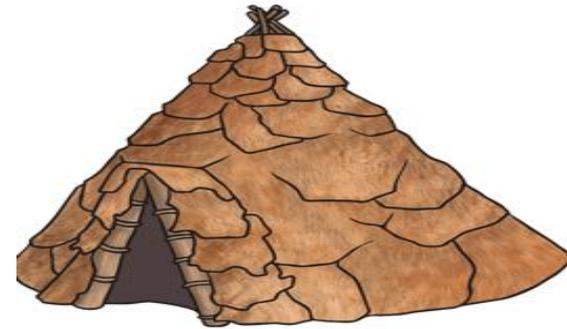
archaeologists are scientists who study the people from the past and how they lived by looking for clues usually buried below the ground. **Dwelling** is another word for home



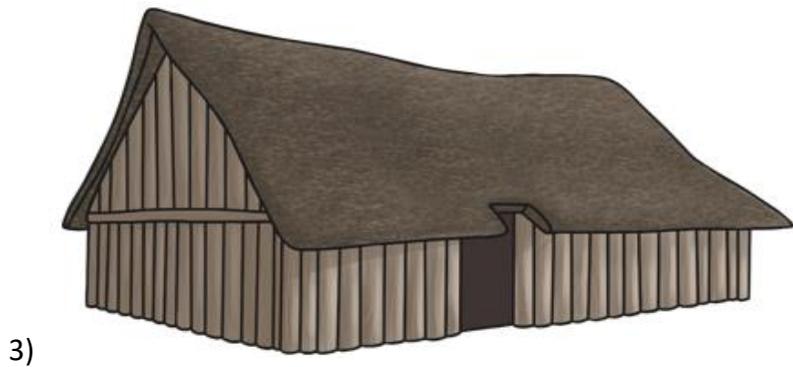
The four types of homes during the Stone Age



The first type was a cave home during the Ice Age
(Palaeolithic)



Then this circular structure from wooden posts and animal skins.
The marks in the ground found by archaeologists (Mesolithic)



These rectangular came next made from wood with a thatched
roof (Neolithic)



Later came the circular structure made from small stones
shells, mud and animal bones (later in Neolithic period)

Task

Looking at the homes above, choose which home would you have liked best to live in at that time and why. Write this in your book. Then explain any differences and similarities between the home you live in now with the home you liked best in the past. Remember to give your reasons clearly in sentences.

To help you understand the type of work archaeologists do, please scan QR code.



<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-proud-to-be-an-archaeologist/zmqg92p>

Place Value Challenge

Arrange the given digits to make a number that meets the given criteria.

1. Between 161 and 169:

6, 1, 7

--	--	--

H T O

4. Between 134 and 189:

5, 4, 1

--	--	--

H T O

7. Between 986 and 1000:

8, 8, 9

--	--	--

H T O

2. Between 295 and 311:

9, 2, 9

--	--	--

H T O

5. Between 576 and 601:

9, 5, 7

--	--	--

H T O

8. Between 784 and 876:

8, 4, 7

--	--	--

H T O

3. Between 392 and 397:

5, 3, 9

--	--	--

H T O

6. Between 784 and 812:

8, 5, 7

--	--	--

H T O

9. Between 578 and 811:

8, 6, 7

--	--	--

H T O

Day 4

Maths

Parallel and perpendicular lines

Look back at previous days' learning of parallel and perpendicular lines to help you.

1) Complete the sentences:

Straight lines that never meet and stay the same distance apart are called _____ lines.



Straight lines which meet at a right angle are called _____ lines. 

2) Write the number of pairs of parallel and perpendicular lines you can see in each shape.
Mark the right angles for the perpendicular lines.

pairs of parallel lines: _____

pairs of perpendicular lines: _____



pairs of parallel lines: _____

pairs of perpendicular lines: _____



pairs of parallel lines: _____

pairs of perpendicular lines: _____



- 1) This pentagon has no parallel lines. Can you explain, or show on the diagram, how you know?





- 2) Draw a picture of a house which has at least three pairs of parallel lines and three pairs of perpendicular lines.

Day 4

Literacy

Fables

Scan the QR code and listen to the audio of the 'The hare and the tortoise' fable. If you are unable to access the code there will be a short, written text of the fable below.



<https://www.bbc.co.uk/teach/school-radio/english-ks1--ks2-aesops-fables-the-hare-and-the-tortoise/zbmj92p>

A hare, one day, mocked the short feet and slow pace of the tortoise, who replied:

“As swift as you may be, I will beat you in a race.”

The hare took this as a joke and agreed to the challenge, just for fun. On the day for the race the two started off together.

The hare, thinking he had time enough, took a nap under a tree.

The tortoise didn't stop or even slow down once but went on with a steady pace straight to the end of the course.

At last, waking up and running as fast as he could, he tried to catch up with the tortoise, but it was too late. The tortoise had already won the race!

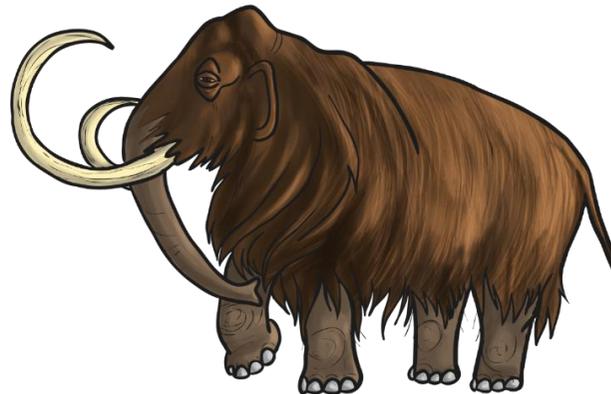


Task

In your book write a paragraph or two about what you think is the moral or lesson that this fable teaches us. Explain your reasons fully.

Day 4 History The Stone Age

During the Stone Age these early humans depended on finding food to survive. We call them **hunter-gatherers** because they had to **hunt** animals and fish and **gather** food like berries and nuts.



They would hunt animals like the horse, deer, mammoth, hares, rhino and hyena

In the forests and the woods they would also gather roots, insects, caterpillars, snails, eggs and herbs to flavour their food.



Hazelnuts



Nettle leaves



Sunflower seeds

In rivers these people would hunt for seals, sea birds as well as fish, whereas by the sea they would gather mussels, whelks, crabs, lobsters and oysters.



mussels

These people eventually discovered fire and would use this to cook food on an open spit, as well as keeping warm.

Task - Looking at the types of food the hunter-gatherers ate, create a menu in your book for these early humans.



Day 5

Maths

Mental warm up

Remember symbols

less than <

more than >

Compare Numbers up to 1000

Look at this example. The symbol tells us that 77 is greater than 70.

$77 > 70$

Now write the correct sign (< >) to compare each set of numbers.

330	>	303	717	<	771
99	<	199	809	<	890
431	>	341	654	>	653

Day 5

Maths

Order Numbers up to 1000
Reasoning Challenge

These numbers have been ordered from largest to smallest. Explain what is wrong and why, then correct the mistakes.



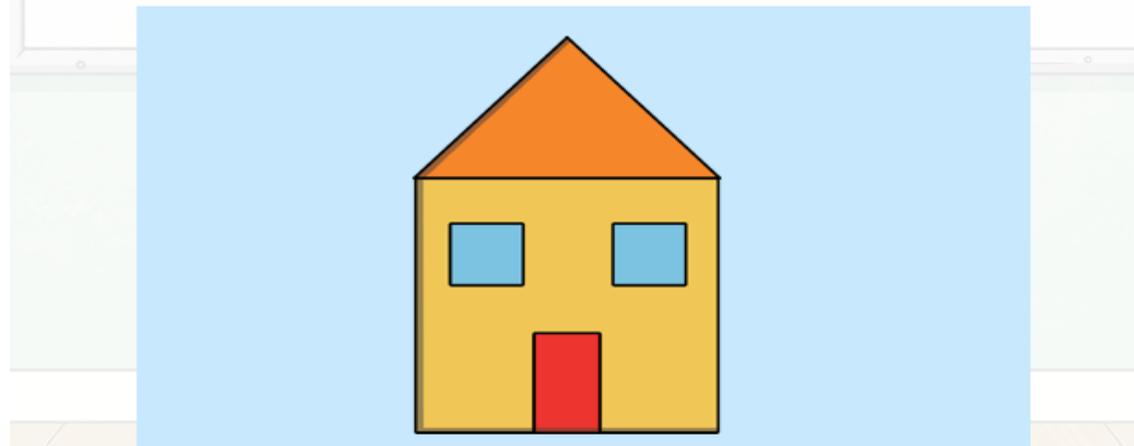
1000 999 807 801 780 708 700

Parallel and Perpendicular Lines

Deepest



Identify a pair of parallel lines and a pair of perpendicular lines in this picture:



Follow instructions and jot in your book.

Day 5

Literacy

Fables

Scan the QR code and listen to the audio of the 'The town mouse and the country mouse' fable. If you are unable to access the code there will be a short, written text of the fable below.

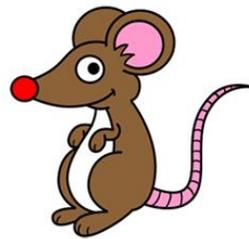


<https://www.bbc.co.uk/teach/school-radio/english-ks1--ks2-aesops-fables-the-town-mouse-and-the-country-mouse/z4k8rj6>

A town mouse was invited by his cousin who lived in the countryside to spend a few days with her. They had a very posh dinner, with wheat stalks, roots, acorns, and fresh water.

After the meal, the town mouse began to luxuries and delights that anyone could desire. home with her to the city, she accepted.

When they reached the Town Mouse's home, they found the most tempting food the Country Mouse could have imagined. But, no sooner had they started to eat, than a fierce cat attacked them.



describe the amazing and charming life of the town, with all the So, the next day when the town mouse asked the country mouse to go

they found the most tempting food the Country Mouse could have

They managed to hide, but soon after, a man with a dog came in and they had to hide again. The scared country mouse decided to return home immediately.



“You may have luxuries that I don’t have,” she said as she hurried away,” but I prefer my plain food and simple but peaceful life.”

Task

In your book write a paragraph or two about what you think is the moral or lesson that this fable teaches us. Explain your reasons fully.

Day 5

History

The Stone Age

We will be looking at the tools the people in the Stone Age used, in particular, flint.



Scan QR code and watch how tools were made by the Stone Age people.



https://www.youtube.com/watch?v=SJ5s75osk_0

The hunters used tools such as stone axes to chop wood and of course weapons to hunt made of flint, bone, wood and antlers.



Weapons were hardened at the tips by fire.

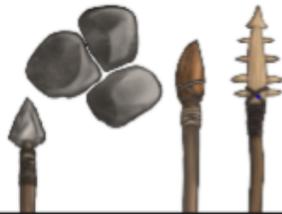


Spear

Task: Use the information you know so far and design your own Stone Age tool. Think what it will be used for too.

Draw Your Design

How will your materials fit together?



What Materials Will You Choose?

-
-
-



How Will Your Tool or Weapon Work?

Label and explain these features on your design.

-
-
-

What Next?

How could you improve your Stone Age tool or weapon?

