

### Spellings:

Year 3 Term 6 weekly spellings are on the RLK website under the 'classes' tab, 'year 3'.

### Spelling Rule:

#### **Year 3 Common words - Revision**

1. Look, cover, write, check—test yourself over the week (See the Spelling Shed activity sheets attached)
2. Roll a dice - use the numbers 1 to 6 to complete a task for each spelling. (2=write a definition, 5=write the word five times)

### Reading:

1. Continue to read **five** times a week at home.
2. Look on the RLK website for week 10 reading comprehension task
3. Time yourself reading the year 3 common exception words—Can you beat your time?
4. Read aloud to a member of your family...or a pet!

### Purple Mash:

We have set topic activities on Purple Mash.

These include videos, writing frames and paint activities.

Try the other games, quizzes and tasks you have been set. Log in and check '2Do'.

Don't forget you can send an email to your class mates and your teacher using '2email'.

### Extra activities:

1. Science— Science one activity— Straws (see the attached sheet)
2. Art—Research the artist Alberto Giacometti. He is famous for making sculptures of people. Can you make a sculpture of someone in your family using wire, play dough/ clay, tin foil, junk materials. Make sure it can stand up on its own.
3. Telling the time—Make a clock. Tell the time in 5 minute intervals. Can you convert the times to digital?  
Use AM/PM.



**Year 3– 22.06.2020**

## **Home learning**

### Maths & Times tables:

1. Practise the 3, 4 and 8 tables and matching division facts. Don't forget to log on to 'Times Tables Rockstars'
2. Watch the White Rose year 3 Maths lesson videos (22.6.20) and complete the worksheets <https://whiterosemaths.com/homelearning/year-3/>

### Writing:

1. Write a list of all the things you want to do and places to visit when lockdown is over—why have you chosen these?
2. Use a dictionary to write a definition for each word on this weeks spelling list
3. Play a matching pairs card game with the spelling list—write the words on one piece of paper and the definition on another piece, play a pairs game to match the definition to the word.

Stage: 3	Revision – spelling rules we have learned in Stage 3.  Name:
List: 32	



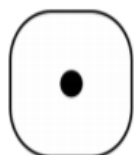
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt
treasure			
furniture			
answer			
refresh			
dislodge			
mislead			
gardener			
focussing			
regular			
sleigh			

Stage: 3	Revision – spelling rules we have learned in Stage 3.  Name:
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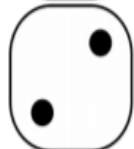


Spellings
treasure
furniture
answer
refresh
dislodge
mislead
gardener
focussing
regular
sleigh

Roll a die or ask someone to pick a number from 1-6 for each spelling.



Write your word in a full sentence.



Write the definition of the word.



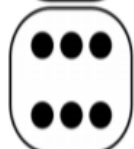
Write the letters of your word in alphabetical order.



Spell the word out loud.



Write your word five times.



Write a word which ends in the same three letters.

## AGE 7-9 LAUNCHING ROCKETS

The children can make their rocket indoors or outdoors, but the rocket testing should be done outside. Explain to the children how to make a simple rocket by wrapping paper tightly around a pencil, securing with tape, then making one end air-tight by folding over and taping down. When they remove the pencil, they will have made a paper cylinder with one sealed end. Their straw should be able to fit inside the paper tube 'rocket'. The straw will be the 'launcher'.

Once outside, the children can launch their rockets by giving a short sharp blow into the straw. Challenge them to think about what they could change to make their rocket go further, or to make their rocket land on a particular spot, or target on the ground. This could include:

- changing the paper rocket: size, shape, type of paper
- changing the straw launcher: length/diameter of straw, launch angle
- changing how hard they blow

Encourage children to think about how they can make accurate measurements, and to discuss their ideas and findings with each other.

**HEALTH AND SAFETY NOTE:** straws and rockets should be disposed of to avoid risk of cross-contamination; repeated blowing may cause dizziness.

### Resources per child

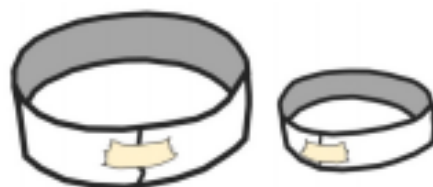
- 1 straw
- Paper
- Sticky tape

### Science explored

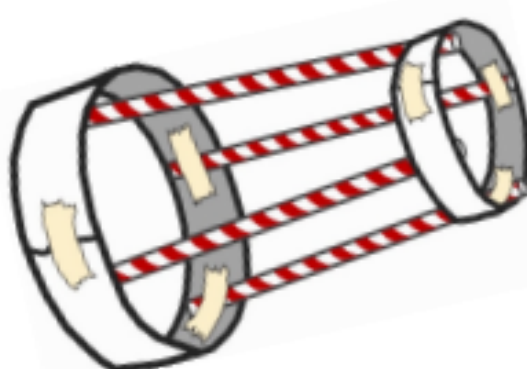
- Forces and motion; air resistance
- Planning a scientific enquiry; controlling variables

### Interesting links

- [Make a balloon rocket](#)
- [Make a squeezezy bottle rocket](#)



Cut two strips of card approx. 30cm x 5cm and 20cm x 4cm and use sticky tape to make the strips into two hoops.



Use sticky tape to attach four straws as shown. With the smaller hoop facing up and forwards, hold one of the straws to throw the tornado.



## Year Three Spellings for TERM 6

Please help your child to learn these words. Try out some of the strategies on this sheet

Go for diamond! Depending on your spelling ability you will have a target to achieve each week - however you are always welcome to try to exceed your target. Everyone should learn all the **Ruby** words each week. Some of you will be expected to learn the **Amber** and the **Diamond** words too. Have a go at learning the words every night for a few minutes.

Every **Friday** we will check your progress.

REMEMBER: Use a range of different strategies for learning the spelling rule!

Test: 05.06.20	Test: 12.06.20	Test: 19.06.20	Test: 26.06.20	Test: 03.07.20	Test: 10.07.20	Test: 17.07.20	Test 22.07.20 (3 days)
Spelling Rule: Prefix: super-	Spelling Rule: Year 3 common exception words	Spelling Rule: Year 3 common exception words	Spelling Rule: Year 3 common exception words	Spelling Rule: Year 3 common exception words	Spelling Rule: Year 3 common exception words	Spelling Rule: Year 3 common exception words	Spelling Rule: Year 3 common exception words
<b>RUBY</b> must learn	<b>RUBY</b> must learn	<b>RUBY</b> must learn	<b>RUBY</b> must learn	<b>RUBY</b> must learn	<b>RUBY</b> must learn	<b>RUBY</b> must learn	<b>RUBY</b> must learn
super	about	because	can't	Earth	February	have	should
star	again	brother	don't	first	girl	live	school
sweet	after	could	down	Friday	here	make	what
hero	another	came	eight	fruit	house	school	would
<b>AMBER</b> should learn	<b>AMBER</b> should learn	<b>AMBER</b> should learn	<b>AMBER</b> should learn	<b>AMBER</b> should learn	<b>AMBER</b> should learn	<b>AMBER</b> should learn	<b>AMBER</b> should learn
superstar	actual	actually	breath	decide	heard	imagine	minute
supersweet	arrive	busy	breathe	early	history	length	mention
superhero	accident	build	circle	group	heart	learn	notice
supersize	address	bicycle	centre	guide	island	library	often
<b>DIAMOND</b> could learn	<b>DIAMOND</b> could learn	<b>DIAMOND</b> could learn	<b>DIAMOND</b> could learn	<b>DIAMOND</b> could learn	<b>DIAMOND</b> could learn	<b>DIAMOND</b> could learn	<b>DIAMOND</b> could learn
superb	accidentally	business	calendar	different	famous	increase	perhaps
supervisor	answer	certain	century	describe	forward	interest	quarter
superficial	appear	consider	caught	extreme	guard	important	recent
	believe	continue	difficult	enough	height	material	though