



# Helping at home...

## Year 3

Listed below are some of the important areas of learning that we are looking to secure before the end of the year to make sure we are ready for the next stage of our education. Underneath each objective are some ideas for activities that you can do at home to support these key areas.

Reading
<b>Read aloud and build understanding</b>
<ul style="list-style-type: none"> <li>• <i>Recognise words within words</i></li> <li>• <i>Break words into known sounds and chunks</i></li> </ul>
<b>Locate and retrieve key information</b>
<ul style="list-style-type: none"> <li>• <i>Scan for key words – this can be linked to the plot of the story or can be fact retrieval when reading non-fiction texts</i></li> <li>• <i>Use headings, contents and indices to locate information</i></li> <li>• <i>Remember that reading takes many forms! You can practise this skill when looking in recipe books or navigating television guides.</i></li> </ul>
<b>Predict what might happen from details stated and implied</b>
<ul style="list-style-type: none"> <li>• <i>Ask questions at pertinent points in the story</i></li> <li>• <i>Invite your child to confirm or reject predictions as the text is read</i></li> </ul>
<b>Make simple inferences relating to characters' thoughts and feelings</b>
<ul style="list-style-type: none"> <li>• <i>Practising inferences skills doesn't have to be confined to reading! You can make inferences about character's thoughts and feelings by reading their body language and expressions when watching films and television programmes. Try asking your child how they know a character is happy/sad and their response is likely to have required inference to form – "Because they said earlier that they really wanted that toy and now they are smiling..."</i></li> </ul>
<b>Discuss personal responses to a wide range of reading</b>
<ul style="list-style-type: none"> <li>• <i>Encourage your child to explain what type of book they are choosing to read and why</i></li> <li>• <i>Encourage personal opinions on the types of books they like to read and use this to help them choose new books too</i></li> </ul>
<b>Identify simple themes within familiar stories</b>
<ul style="list-style-type: none"> <li>• <i>Make connections between books they have read (eg books with similar characters, settings, plots). Explain the big idea / message in a story</i></li> </ul>

### General Resources:

Oxford Owl free e-library <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

World Book Day (activities, e-books and more) <https://www.worldbookday.com/families/>

Authorfy book extracts (a good opportunity to try something new) <https://authorfy.com/extracts/>

## Writing

### Discuss the purpose and form of their writing

- *Look for everyday contexts for writing at home – this could include writing thank-you letters or writing postcards/recounts of family days out.*
- *Think about the purpose of the writing and how you would want the reader to feel when reading it.*
- *Notice when reading how writers choose their words to influence the reader, for example how does a chef make a recipe sound appetising?*

### Show increasing variation in sentence structures

- *Use adverbials of time, place and manner at the beginning of sentences to make sure that they don't all start in the same way.*
- *Use conjunctions (for example 'because', 'when', 'if') to extend sentences*

### Use expanded noun phrases to make writing more descriptive

- *Play the silly sentences game! Write a list of adjectives on one set of cards and some nouns on the other and use these as a basis to make some silly descriptive phrases. For example: "giant underpants with outrageous stripes" – giant and outrageous are the adjectives and underpants and stripes are the nouns.*

### Develop ideas across a coherent series of linked sentences

- *How many different names can you come up with for the same thing? For example 'car' could be 'Ferrari' or 'motor' or 'vehicle'*
- *Avoiding repeating words within a series of sentences will help the writing sound more cohesive.*
- *Cohesion can also be achieved by linking ideas within sentences. This can be done by using pronouns or by using conjunctions.*

### Proof-read for spelling and punctuation errors

- *When children are writing at home, encourage them to read back what they have written and spot their own mistakes.*
- *You can guide your child by asking questions such as "What do you notice about that word?" and "Does that say what you meant it to say?"*

### Use the first two or three letters of a word to check its spelling in a dictionary

- *Playing games such as Scrabble and Boggle can help develop children's confidence in spelling.*
- *Use an alphabet line to support finding given words in the dictionary*

### General Resources:

Pobble 365 (a new stimulus for writing and discussion every day) <https://www.pobble365.com/>

Reading Rockets (interesting ideas on vocabulary building at home) <https://www.readingrockets.org/article/building-your-child-s-vocabulary>

Spelling Shed

Sir Linkalot Spelling (free app that supports the English National Curriculum)

Top Marks (spelling and grammar games) <https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

## Maths

Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10.

Calculate complements to 100

- *What would I have to add to 73 to make 100? How do we do this efficiently?*

Add and subtract up to three-digit numbers using columnar methods

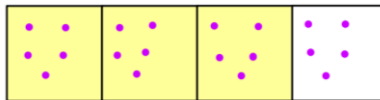
Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables

- *This is so important! There are many ways that children can practise their times tables!*
- *On YouTube there are lots of songs that might help times tables 'stick'*
- *Times Table Rockstars*
- *Print a times tables grid and display it somewhere where children will see it regularly*

Find unit fractions of quantities using known division facts

- *Use a bar model to help relate fractions of shapes to fractions of number:*

$$\frac{3}{4} \text{ of } 20 = 15$$



Add and subtract fractions with the same denominator, within 1

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

- *Look for everyday contexts for working with measures. This could involve baking/cooking or helping with DIY jobs (the safe ones!)*

Add and subtract amounts of money to give change, using both £ and p in practical contexts.

Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.

Know the number of seconds in a minute and the number of days in each month, year and leap year.

Compare durations of events.

- *Expose children to seeing the time in both digital and analogue form*
- *Find opportunities to involve children in the reading of timetables and the planning of days and activities*
- *The games on the following page might help support the practising of telling the time: <https://www.topmarks.co.uk/maths-games/7-11-years/measures>*

### General Resources:

Maths Frame (interactive games for a variety of Maths domains) <https://mathsframe.co.uk/>

SumDog (children can sign up for a free account to play games to practise a variety of Maths skills) <https://www.sumdog.com>

Daily 10 from Top Marks (Daily mental maths questions to cover a variety of skills – select Level 3) <https://www.topmarks.co.uk/maths-games/daily10>