Witham St Hughs Academy

Home Learning
Year 3

Introduction

This booklet contains an overview of your child's home learning which will enable you to support them fully throughout the year.

What Should Be Done Each Week?

A homework sheet will be provided **weekly** for your child to complete. The completion date for the homework tasks will be recorded at the top of the homework sheet (as the hand in date may vary from class to class). The tasks for each Key Stage will be broadly as follows:

KS1

[]   Reading (Daily, recorded in home reading record)

[]   Sight Vocabulary Words (for YR, 1 and 2 as appropriate)

[]   Rehearsing Number Facts / Mental Mathematics (Guidance included in this booklet)

[]   A Main Mathematics task which relates to learning within the classroom

[]   Spellings (which will be tested weekly)

[]   A task relating to the week's topic within the classroom e.g. a Geography task

[]   Occasionally Y2 pupils may be given additional practice questions from the Spring Term
          onwards to prepare them for SATs

KS2

[]   Reading (Daily, recorded in home reading record for Y3/4)

[]   Rehearsing Number Facts / Mental Mathematics (Guidance included in this booklet)

[]   A Main Mathematics task which relates to learning within the classroom

[]   Spellings (which will be tested weekly)

[]   A task relating to the week's topic within the classroom e.g. a Geography/History or Science
          task

[]   Y6 pupils may be given additional practice questions from the Spring Term
          onwards to prepare them for SAT's

How Long Should Home Activities Take?

The following timings are **recommended**, and are intended to be spread across the course of the week.

Reception   1 hour per week

Years 1 and 2   1 – 1 ½ hours per week

Years 3 and 4   1 -2 hours per week

Years 5 and 6   2 ½ hours per week

These should not be rigidly interpreted, and it is important to remember that children have already spent a whole day learning, and need time to relax, socialise and enjoy life outside of the Academy. There are many opportunities for children to develop by taking part in clubs, hobbies and community activities. This book and contents should not restrict children's access to these. Additionally, as we highly value the health and wellbeing of your child, alongside the completion of a weekly homework sheet, regular physical activity is important to ensure healthy growth and development.

How Can You Help?

Your child's learning will be greatly enhanced by you spending time talking to your child about what they are doing. Some activities will require written outcomes, whilst others will not.

Marking and Communication

Spellings will be tested weekly and the results of these tests will be shared with your child so that you are informed of their progress. Other areas of homework will be supported by the learning within the classroom and may therefore not be marked but shared with others (depending on the nature of the task).

If you require any further information regarding your child's home learning, please do not hesitate to contact your child's class teacher.

Supporting your Child in Mathematics

To support your child fully with their learning and homework in mathematics, the following grid provides you with an overview of the learning in mental mathematics throughout the year. The areas covered by the homework activities will be taken from the targets below each term. Your child should be able to recall these at speed and in different contexts. Additionally, suggestions and activities to support these areas will be provided with the academy's termly Newsletters.

Mental Mathematics Year 3

	Autumn Term	Spring Term	Summer Term
1st Half Of the Term	[] Read and write whole numbers up to 10000. [] Add/subtract 1, 10, 100 to any whole number. [] Count on or back in 10s, 100s from any 2- or 3-digit number. [] Round any three-digit number to the nearest 10 or 100. [] Recall addition and subtraction facts for each number up to 20. [] Add/subtract a pair of two-digit numbers (not crossing 10 or 100 boundary) [] Derive doubles of whole numbers to 50, corresponding halves. [] Recall multiplication facts in x2, x3, x4, x5, x6 x7 x10 tables and derive division facts. [] Multiply a two-digit number by 10.	[] Read and write whole numbers up to 10000. [] Count on/back in 10s, 100s from any two-/three-digit number. [] Recall addition and subtraction facts for each number to 20. [] Round any three-digit number to the nearest 10 or 100. [] Add/subtract a pair of two-digit numbers (crossing 10 but not 100 boundary). [] Derive doubles of multiples of 10 to 500, corresponding halves. [] Recall multiplication facts in x2, x3, x4, x5, 6,7,8,9 x10 tables and derive division facts. [] Derive multiplication facts in x8 table and begin to recall them. [] Multiply and divide whole numbers by 10. [] Write subtraction fact corresponding to given addition fact.	[] Read and write whole numbers up to 10000. [] Add/subtract 10, 100 1000 from any two-/three-digit number. [] Derive doubles of multiples of 100 to 5000, corresponding halves. [] Round any three-digit number to the nearest 10 or 100. [] Add/subtract a pair of two-digit numbers (crossing 10 but not 100 boundary) [] Recall addition and subtraction facts for each number to 20. [] Derive addition pairs that total 100, and multiples of 50 that total 1000. [] Recall multiplication facts for all tables to 10x10 and derive division facts. [] Begin to recall facts in x6 and x8 tables. [] Multiply or divide whole numbers by 10 or 100. [] Multiply TU by U, e.g. 13 x 3.
2nd Half of the Term	[] Read and write whole numbers up to 10000. [] Count on/back in 10s, 100s from any two-/three-digit number. [] Round any three-digit number to the nearest 10 or 100. [] Add/subtract a pair of two-digit numbers (crossing 10 but not 100 boundary). [] Derive doubles of whole numbers to 50, corresponding halves. [] Recall addition and subtraction facts for each number up to 20. [] Recall multiplication facts in x2, x3, x4, x5, x6,x7 x10 tables and derive division facts. [] Multiply and divide whole numbers by 10.	[] Recall addition and subtraction facts for each number up to 20. [] Recall multiplication facts in x2, x3, x4, x5, 6,7,8,9,10x tables and derive division facts. [] Derive multiplication facts in x6 table and begin to recall them. [] Multiply and divide whole numbers by 10. [] Derive addition pairs that total 100, multiples of 50 that total 1000. [] Read and write numbers up to 10000. [] Count on or back in equal steps including below zero. [] Derive doubles of multiples of 10 to 500, corresponding halves. [] Round any three-digit number to the nearest 10 or 100. [] Add/subtract two two-digit numbers (crossing 10 but not 100 boundary).	[] Read and write whole numbers up to 10000. [] Count on/back in equal steps including beyond zero. [] Recall addition and subtraction facts for each number to 20. [] Round any three-digit number to the nearest 10 or 100. [] Add/subtract any pair of two-digit numbers (including crossing 10 and 100 boundary). [] Derive doubles of multiples of 100 to 5000, corresponding halves. [] Derive addition pairs that total 100, multiples of 50 that total 1000. [] Recall multiplication facts up to 10x10 . [] Begin to recall facts in 6 times and 8 times tables. [] Derive facts in 9 times table, e.g. from 10 lots subtract 1 lot. [] Multiply by partitioning, e.g. 23 x 4.

To support your child further in these areas, there are many interactive mathematics websites which are provided via the Witham St Hughs Academy Website (Please find these located under Curriculum then Mathematics)

Supporting your Child with their Reading

The following points may provide some guidance in supporting your child as they learn to read:

- Show your child that you are enjoying the story by indicating interest and by asking questions.
- Give your child time to figure out tricky words, and show your child how he or she can learn from mistakes.

- Try to have your child read aloud to you at times when there will be no interruptions.

- Take turns reading with your child, especially if he or she is just beginning to read, or try reading together.

- Talk about a story after your child has read it, to make sure that he or she understands it.
- To communicate with the class teacher, make a comment in your child's yellow reading record book. Within KS2, your child may wish to make their own comment within the reading record.

Supporting your child with their Spellings

The following points may provide some guidance in supporting your child with their spellings homework:

- Ask your child to trace over the words so that they learn the shape of it (perhaps by using different coloured pencils)
- Make up a rhyme or sentence with the letters in the word
- Use different materials to make the word e.g. magnetic letters, sticks, beads, paint, use chalk
- Write the word, cover it, write it again, check it. Repeat this process.
- Look at the spelling patterns in the word together with your child
- Put the words up in the house or in their bedroom so that they become familiar with the patterns within it.
- Put movement into learning words. Have your child clap for each letter or take a step for each letter as he spells the word orally.
- Let your child play teacher. Let him teach you the words he is learning to spell. Spell them orally to him. Let him correct you. Make a game of it.

Supporting your child with Research Tasks

The following points may provide some guidance in supporting your child when they are asked to complete research based tasks:

- Encourage your child to visit the library in order to research information from a range of books
- Encourage your child to use the internet in order to research the specific topic area. However, when doing so, pupils need to be encouraged to make notes rather than copy entire chunks of text from the webpage. This will deepen learning and aid understanding of the topic.
- You could consider collecting leaflets or information sheets in relation to the topic area
- Perhaps watch factual programmes in relation to the specific topic
- Try to talk to experts who have some subject knowledge about the topic and can speak about it first hand
- Perhaps visit places which relate to the topic e.g. a museum, a castle etc.
- Take photographs of aspects which relate to the topic area.