



Homework Grid – Autumn Term 1

Year 3 – Miss Chubb



	W/C 08.09.25	W/C 15.09.25	W/C 22.09.25	W/C 29.09.25	W/C 6.10.25	W/C 13.10.25
Reading	3 reads of your book banded book.	3 reads of your book banded book.	3 reads of your book banded book.	3 reads of your book banded book.	3 reads of your book banded book.	3 reads of your book banded book.
Maths	Times Table Rockstars. A separate letter with login details can be found in their book bags.	A Doodle Maths activity. Continue with same login.	Times Table Rockstars	A Doodle Maths activity	Times Table Rockstars	A Doodle Maths activity
Spelling	<p>This week, the rule is: adding -ing to verbs. For most verbs, just add the suffix -ing:</p> <p>play → playing</p> <p>talk → talking.</p> <p>If the word ends in e, drop the e before adding -ing:</p> <p>hope → hoping</p> <p>make → making.</p> <p>Practise adding -ing to: bake, jump, walk, smile. Can you think of more?</p>	<p>This week, the rule is: if the word is one syllable with a short vowel followed by a final consonant, double the last letter:</p> <p>run → running</p> <p>hop → hopping</p> <p>The letter x is never doubled, just add -ing:</p> <p>fix → fixing</p> <p>mix → mixing.</p> <p>Practise adding -ing to the following words: step, bat, put, flex. Can you think of any more words that fit these rules?</p>	<p>This week, the rule is: if the vowel is long, or there are two vowels together before the consonant, just add the ending -ing:</p> <p>claim → claiming</p> <p>feel → feeling</p> <p>When a word has a short vowel followed by two or more consonants just add -ing:</p> <p>bank → banking</p> <p>bend → bending</p> <p>Practise adding -ing to: rain, dust, sink. Can you think of more?</p>	<p>This week, the rule is: if it's one syllable with a short vowel followed by a final consonant, just double the last letter:</p> <p>skip → skipped</p> <p>hop → hopped</p> <p>The letter x is never doubled, just add -ed:</p> <p>fix → fixed</p> <p>mix → mixed</p> <p>Practise adding -ed to: stop, plan, tip, box. Can you add more?</p>	<p>This week, the rule is: if it's a one syllable word with a long vowel sound or two vowels followed by a final consonant, just add -ed</p> <p>croak → croaked</p> <p>train → trained.</p> <p>When a word has a short vowel followed by two or more consonants, just add -ed</p> <p>jump → jumped</p> <p>thump → thumped</p> <p>Practise adding -ed to: boil, flow, blink, dust. Can you think of any others?</p>	<p>This week, the rule is: if it's a one syllable word with a short vowel followed by a final consonant, double the last letter and add -er</p> <p>run → runner</p> <p>shop → shopper</p> <p>The letter 'x' is never doubled. When it's a word ending with 'x' just add -er</p> <p>mix → mixer</p> <p>fix → fixer</p> <p>Practise adding -er to: clap, run, swim, bake, box. Can you find others?</p>

Topic	<p>Use your knowledge organiser to test yourself on what these words mean:</p> <p>Circa Votive offering Beaker folk Settlement</p>	<p>Use your knowledge organiser to answer these questions:</p> <p>What did Stone Age people use to make their tools, and what did they do with them? How did homes and settlements change from the Stone Age to the Iron Age? What is a votive offering, and why did people throw objects into rivers or lakes?</p>	<p>How do we know what life was like in Prehistoric Britain? Use the knowledge organiser to answer the question.</p> <p>Alternatively, how do archaeologists believe Stonehenge was built? Use the website below to help you answer the question.</p> <p><u>What is Stonehenge? - BBC Bitesize</u></p>
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