



Homework Grid - Summer 1 Term

Year 3 - Miss Chubb



	W/C 13.4.26	W/C 20.4.26	W/C 27.4.26	W/C 4.5.26	W/C 11.5.26	W/C 18.5.26
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 Doodle Maths activity	Times Table Rockstars	A Doodle Maths activity	Times Table Rockstars	A Doodle Maths activity
Spelling	<p>This week, the rule is: Some words sound the same but have <i>different meanings and spellings</i>. These are called homophones.</p> <p>Practise spelling and using these homophones in sentences: accept / except, brake / break, fair / fare, grate / great, hear / here, groan / grown Write a sentence for each pair to show the</p>	<p>This week, the rule is: Some words sound the same but have <i>different meanings and spellings</i>. These are called homophones.</p> <p>Practise these: heel / heal / he'll, meat / meet, missed / mist, medal / meddle, weather / whether, rain / rein / reign whose / who's Can you write a short paragraph including</p>	<p>This week we are revisiting the rules we have learnt regarding adding the suffixes -ing, -ed and -er.</p> <p>If a word ends with a short vowel + consonant → double the consonant and add the suffix run → running, hop → hopped</p> <p>If the word ends with e, drop the e before adding the suffix -ing make → making</p> <p>If the vowel is long, do not double dream → dreaming</p> <p>Practise adding -ing to: stop, clean, boil, swim, smile, hop, jog, shine. Practise adding</p>	<p>This week we are revisiting the rules regarding the suffix -ly.</p> <p>If the root word ends with 'le', the 'le' is dropped before adding 'ly'. simple → simply</p> <p>If a root word has more than one syllable which ends in 'y' after a consonant, the 'y' changes to 'i' before adding 'ly' merry → merrily</p> <p>Turn these into adverbs using the rules linked to -ly: quick, gentle, angry,</p>	<p>This week we are revisiting adding prefixes un-, dis- and mis- to change the meaning of a word.</p> <p>Practise making opposites by adding the correct prefix to: agree, pick, behave, lock, like and read.</p>	<p>This week we are revisiting adding the prefixes in-, il-, ir- and im- (which mean not) to root words.</p> <p>in- before most letters il- before words beginning with l ir- before words beginning with r im- before words beginning with m, p, b</p> <p>Practise making opposites by adding prefixes to the following words: possible, logical, regular, mature, responsible, perfect</p>

	<p>correct meaning, e.g. <i>I could hear the birds from here.</i></p> <p>Can you find any other homophones at home or in your reading?</p>	three different sets of homophones?	-ed to: croak, groan, skip	terrible, happy, safe, simple		
Year 3/4 Statutory Spellings to learn	<p>potatoes</p> <p>pressure</p> <p>probably</p> <p>promise</p>	<p>purpose</p> <p>quarter</p> <p>question</p>	<p>recent</p> <p>regular</p> <p>reign</p> <p>remember</p>	<p>sentence</p> <p>separate</p> <p>special</p> <p>straight</p>	<p>strange</p> <p>strength</p> <p>suppose</p> <p>surprise</p>	<p>therefore</p> <p>though</p> <p>although</p> <p>thought</p> <p>through</p>
Topic	<p>Use your knowledge organiser to answer the following questions:</p> <ol style="list-style-type: none"> 1. why did the Romans leave Britain in AD 410? 2. What problems did Britain face after the Romans left? 3. Why did the Jutes, Angles and Saxons decide to invade England? (W/C 20/4) 		<p>Use your knowledge organiser to answer the following questions:</p> <ol style="list-style-type: none"> 1. What does invasion mean? 2. What is a monastery and who lived there? 3. Who were the Celts, and where did they live after the Anglo-Saxon invasions? 	<p>Use the knowledge organiser to answer these questions:</p> <ol style="list-style-type: none"> 1. What were Anglo-Saxon houses made from and what was inside them? 2. What was discovered at Sutton Hoo and why is it important? 3. Name something in modern Britain that comes from the Anglo-Saxons. 		