



# Homework Grid - Summer 2 Term

## Year 3 - Miss Chubb



	W/C 8.6.26	W/C 15.6.26	W/C 22.6.26	W/C 29.6.26	W/C 6.7.26	W/C 13.7.26
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 Tables Rockstars	A DoodleMaths activity	Times Tables Rockstars	A DoodleMaths activity	Times Tables Rockstars	A DoodleMaths activity
Spelling	<p>This week, the rule is: If the root verb ends in 't' add 'ion' to form a 'tion' ending. It turns the verb into a noun.</p> <p><b>invent</b> → <b>invention</b> <b>direct</b> → <b>direction</b></p> <p>For words ending 'te', drop the 'e' to add 'ion' e.g.</p> <p>vacate → vacation promote → promotion.</p> <p>Practise adding -tion to these root words: detect, create, select, promote.</p>	<p>This week we are revisiting that the letter 'y' can make a <b>short /i/</b> sound inside a word. There is no rule, we simply have to learn them.</p> <p><b>gym, myth, hymn,</b></p> <p>The letter 'y' can make a <b>long /i/</b> sound, often at the end or middle of a word. These words must just be learned.</p> <p><b>style, type, pylon, rhyme</b></p> <p>Write two sentences that contain words that have the letter 'y' making either a long or short /i/ sound. How many can you get into one sentence?</p>	<p>This week we are revisiting the rules regarding the suffix 'ly'. We know that it can be added to most adjectives to make adverbs.</p> <p><b>sad</b> → <b>sadly</b> <b>loud</b> → <b>loudly</b></p> <p>The suffix 'ly' can be simply added to adjectives ending 'l', making adverbs with a double 'l' (ll) e.g.</p> <p><b>careful</b> → <b>carefully</b> <b>helpful</b> → <b>helpfully</b></p> <p>Practise turning these adjectives into adverbs: bright, soft, thankful, hopeful. Can you think of more?</p>	<p>This week we are revisiting that sometimes the long /a/ sound is spelled using 'ei' or 'eigh'. There are not many of these words, so they must be learned.</p> <p>Examples: vein → 'ay' sound weigh → 'ay' sound</p> <p>Practise reading and spelling: veil, vein, freight, eighty. Write a sentence containing words that have either the 'ei' or 'eigh'.</p>	<p>This week we are revisiting that the spelling 'ou' can make a <b>short /u/</b> sound (like 'rough'). There are no rules, these words must just be learned.</p> <p><b>could, touch, double, enough,</b></p> <p>Practise reading and spelling these words: would, should, young, cousin, rough, couple, double.</p> <p>Write two sentences containing as many words that have 'ou'.</p>	<p>This week we are revisiting that if a word ends with a /ɛh/ sound together with an unstressed /uh/ sound, it is usually spelled <b>-sure</b>.</p> <p>If a /ch/ sound with an unstressed /uh/ sound is heard at the end, it is often spelled <b>-ture</b>.</p> <p>Examples: <b>measure</b> → ends with -sure <b>creature</b> → ends with -ture</p> <p>Can you write a sentence containing a word with -sure or -ture as well as one of the statutory spelling words below. For example, I was certain</p>

						the treasure belonged to a pirate.
Year 3/4 Statutory Spellings to learn	various weight woman women	accident accidentally actual actually	address answer appear arrive	believe bicycle breath breathe	build busy business calendar	caught centre century certain
Topic	<p>Use your knowledge organiser to answer the following questions:</p> <ul style="list-style-type: none"> <li>• What are the four layers of the Earth?</li> <li>• What is a tectonic plate?</li> <li>• How can moving tectonic plates cause natural disasters like earthquakes or volcanoes?</li> </ul>		<p>Use your knowledge organiser to answer the following questions:</p> <ul style="list-style-type: none"> <li>• What does precipitation mean?</li> <li>• What is a vent?</li> <li>• What is the difference between magma and lava?</li> </ul>		<p>Use the knowledge organiser to answer these questions:</p> <ul style="list-style-type: none"> <li>• Name two advantages of living in a volcanic region?</li> <li>• Name two ways people protect themselves from volcanic eruptions?</li> <li>• In what ways can weather (like heavy rain or storms) affect people and places?</li> </ul>	