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Home Learning Pack Year 3

Spring



Monday – Using Adverbs to Express Time, Place and Cause

1. Write T, P or C next to each sentence to show whether it uses an adverb of time, place or cause.

	Time (T), Place (P) or Cause (C)
A. We had to take a maths test on fractions recently and it was hard.	
B. It was a rainy day but they had fun playing inside.	
C. I was tired but nevertheless I had to try and concentrate.	

2. Underline the adverbs of time used in the sentences below.

Lily hasn't seen her best friend Jess at yoga club lately.

I have already finished my homework for the week.

3. True or false? The following sentence includes an adverb of place:

Tom peeked inside and saw his incredible birthday presents.

4. Change the adverb of cause in the sentence below with a suitable one from the word bank.

nevertheless otherwise furthermore

It was late when we got home and therefore I was very tired.

It was late when we got home and _____ I was very tired.

5. Insert adverbs of cause into the gaps to complete the sentences below.

We need to hurry or _____ we will be late for the birthday celebrations.

We tried our best and _____ we worked well together as a team.

6. Which is the odd one out? Explain why.

A. Liam couldn't go to school today as he was ill.

B. Max and Freya couldn't find a safe path to the river below.

C. I need to go to my dentist immediately to sort out my sore tooth.

7. Ella and Imran are writing sentences. Who has written a sentence which includes an adverb of cause? Explain your reasoning.



Ella

The lazy boy woke up suddenly and he ran into the bathroom to get ready.

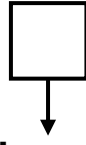
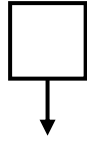
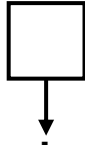
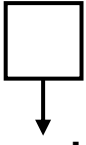


Imran

The lazy boy woke up late and consequently didn't get to school on time.

Tuesday – What is a Preposition?

1. Put an 'X' in the box to show where the preposition is in the sentence below.



Phoebe and Freddie darted among the tall, menacing trees.

2. Underline the sentences below that use the preposition(s) correctly.

- A. The Ice Queen cast the horrific spell without warning.
- B. The sun was shining through the white, fluffy clouds.
- C. Janice against leant the wall to rest.
- D. Lisa and David crouched behind the bush to hide from the seekers.

3. Ross and Maisie are discussing the sentence below. Who is correct? Explain your choice.

Emma ran as fast as she could in the field.



Ross

I think that you could replace the underlined preposition with the word 'across'.

I think that you could replace the underlined preposition with the word 'through'.



Maisie

Wednesday – Prepositional Phrases

1. Match the prepositional phrases to the correct sentence starters.

The little girl ran

behind the shed.

The monkey climbed

across the park.

The robber hid

off the branch.

2. Which prepositional phrases would fit into both the sentences below.

The cat squeezed _____ .

Robert was sat _____ .

after the dog

following the
lady

between the
two girls

3. Unscramble the words to create a sentence that includes a prepositional phrase.

the

the

through

motorway

built

hillside.

They

Thursday – Writing Direct Speech

1. Circle the direct speech that will not follow the reporting clause below.

Dylan queried, _____

A. "How did the weather change so quickly?"

B. "Be careful on the slide."

C. "Have you seen my costume?"

2. Complete the sentences by choosing a reporting clause from the word bank below and continue the direct speech.

Add the correct punctuation to each sentence.

A. Elijah _____ the people at the park watch out _____

B. Malcolm _____ his friend where did _____

asked

thanked

shouted

warned

3. Surbhi has narrated what her teacher said to the class.



Miss Mercy has calmly explained that an adverb is a word that describes a verb.

Write this as direct speech with a reporting clause.

Punctuate your sentence correctly.

Friday – Punctuating Direct Speech

1. Underline the errors in each sentence.

- A. Hardin asked his dad, where are my shoes.”
- B. “I often forget to tie my laces before I leave the house. Ruby admitted shyly
- C. Walter exclaimed “tap your nose softly and pat your shoulder quietly.”
- D. “Polly, how do I open this cupboard so I can feed the birds, Brenda asked loudly

2. Using the word bank below, complete the sentences and add all the correct punctuation.

A. “Where is the fruit and vegetables aisle. The woman at the supermarket _____ angrily.

B. “When answering questions about a text it is important to read the question and text, before you ask for help?” Marcel _____.

questioned

mumbled

clarified

3. Nikita is using the checklist to make sure she has used all the correct writing features for speech.

Andy was walking through the park with his dog. He saw his friend Tracey and he excitedly asked her how are you, my dear friend.”

Has she completed the checklist correctly?
Explain how you know.

Punctuation Feature	Tick if included
Capital letters	✓
Inverted commas	✓
Comma before speech	✓
Punctuation to close speech	✓

Monday – Punctuating Direct Speech

1. What punctuation is missing from the sentence below?

“do you want to come to the park after
↑
A
school? asked Lucy ↑
B C

2. Put an 'X' where the inverted commas should go.

At the end of the match, Jane cheered, I
□ □
□ □
can't believe it! We won.

3. Underline the sentences which are punctuated correctly.

A. “Do you know what time the party starts?” asked my dad.

B. Cian whispered, “Shall we hide behind the shed?”

C. “I can't find my school shoes shouted Hannah downstairs to her mum.”

4. Draw circles to show where the missing punctuation should be placed in the sentence below.

Please could I have a hot chocolate with marshmallows asked the lady

5. Rewrite the sentence below as direct speech. Remember to punctuate the sentence correctly.



Tessa

I am so excited for the school residential this weekend

6. Write a reply to Isabel using direct speech. Remember to punctuate your sentence correctly.

“How long will dinner be?” whined Isabel.
“I'm hungry!”

7. Anita is writing sentences using direct speech. Explain her mistake. Rewrite the sentence using the correct punctuation.

“What time does the store close today? questioned the lady.”

Tuesday – Recognising the Present Perfect Form in Sentences

1. Underline the sentences that are written in present perfect form in the postcard below.

Hi Mason,

I am in Paris with my family. We have learnt so much about French history and the eighth century. My dad has eaten a lot since he has arrived and we have really enjoyed our time here. I will continue to write to you, I promise.

Love, Julie.



Julie Smith
4 Loyal Road
York
YK3 9BC

2. Circle the sentences that do not correctly use the present perfect form.

- A. The man has arrived at the station very early.
- B. Where has the calendar that was in the living room?
- C. I haven't seen Amy since we worked on the science experiment together.
- D. Lucas have safely ridden his bicycle down the steep hill.

3. Francesca has written the sentence in present perfect form. True or false? Explain your reasoning.



They has walked across the island and had their picnic in the centre of the field.

Wednesday – There, Their or They're?

1. Complete the sentences using the word bank below.

A. Across the lake, _____ was a frail, wooden bridge with some missing planks.

B. During the school trip to the zoo, the children ate _____ delicious packed lunches.

C. Did you know _____ moving to another country?

their

they're

there

2. Circle the sentences that use 'there', 'their' or 'they're' incorrectly.

A. In the park the children play with there bikes and skateboards.

B. Grace and her friends always play with their pets in the garden.

C. Charles was told to sit over there by the teacher because he was disturbing other children.

D. The beaming sun made they're skin burn and blister.

3. Mia has written the sentence below.



Their watching the bird fly from tree to tree
from there bedroom.

Is she correct? Explain your reasoning and correct her mistakes.

Thursday – Formal and Informal Language

1. Who do you think the extract below was written for? Circle the answer.

On the morning of Monday 15th March, at approximately 8:30am, I witnessed a road traffic incident.

I was on my way to West Park School and as I reached the end of Green Lane, a car came round the bend at speed. The driver lost control of the vehicle, drove up the pavement and destroyed the post box.

school friend

zoo keeper

grandparent

police officer

2. Underline the informal language used in the diary entry below.

Dear Diary,

I saw a crazy smash on my way to school this morning. The fool went zooming past me and smashed slap bang into a lamppost. My mum was well angry and she called him a right clown. She had steam coming out of her ears! She was so fuming she went proper red.

3. James has written an informal letter to the owner of a pizza restaurant. Re-write the letter in a formal tone.

Hi,
I'm just letting you know that I'm right sorry I broke a plate when I came to your place for a pizza last week.
If you want me to pay for the broken plate that's fine. Don't worry, I'll be careful next time.
Cheers!

The Speed Easy Stunt Bike!

Cool kids like you deserve a bike like this!

- The Speed Easy Stunt Bike has strong, outdoor tyres which enable you to ride on all types of terrain.
- A strong but lightweight frame is designed to help you spend more time in the air!
- Available in a variety of colours: sassy silver, glittering gold or brilliant blue.
 - This bike has 20 inch wheels and a 10 inch frame.
 - Suitable for ages 8 years and over.

Only £250!

A free cycle helmet will be given away with every bike.

Hurry now, while stocks last!

You too can perform stunts like a professional.

The Speed Easy Stunt Bike – the coolest bike around!

Using information from the text, tick one box in each row to show whether each statement is a **FACT** or **OPINION**.

	Fact	Opinion
Cool kids like you deserve a bike like this!		
Available in a variety of colours.		
This bike has 20 inch wheels and a 10 inch frame.		
You too can perform stunts like a professional.		
The Speed Easy Stunt Bike – the coolest bike around!		

Reading Task

New Tricks

Read the story below and answer the questions on page 13.

Blotting out all the sound coming from the TV which was blaring downstairs, Josh snuggled deeper under his duvet and pulled out his favourite book. His copy of "The Twits" was already very worn, but Josh was re-reading it for the fifth time. It made him chuckle every time and was *much* better than that singing show his sisters were watching downstairs!

It started to get dark outside and Josh heard his sisters come upstairs to bed, but he continued to read. He reached his favourite part of the text where Mrs Twit served wiggly spaghetti to her husband and giggled once more.

Then an idea began to take shape at the back of his mind...wouldn't it be great to play a trick like that on his sisters?

They were so boring and it would liven things up a bit! Josh started to formulate a plan ready to execute the next day, Sunday.

As usual, his sisters, Zoe and Carla, stayed in bed late on Sunday morning. This gave him time to think and gather together everything he needed for his plot. Sunday lunch was going to be the usual roast at one o'clock but this was going to be a lunch like no other!

This week, roast beef, roast potatoes, Yorkshire puddings, broccoli and carrots were on the menu. Pudding was to be apple crumble and custard. Josh knew that both his sisters were great fans of custard and always smothered their desserts with it.

He decided he would stir some PVA glue into the custard which would give his sisters a really sticky shock!

Dinner passed uneventfully but Josh was a little worried that Zoe and Carla had eaten so much that they wouldn't be able to manage any pudding! However they both accepted plates of crumble and Zoe reached for the custard jug first. She poured custard all over her pudding but did not eat straight away because she was talking. Carla poured hers and both sisters simultaneously lifted their spoons to their mouths.

The sisters both suddenly shrieked and clutched their mouths, as they grew red in the face! They rushed to the bathroom choking noisily.

Because the girls were both a little ill after their experience, Josh was grounded for three whole weeks, but he thought it was worth it for the laugh!

DO NOT TRY THIS AT HOME! Eating PVA glue can be very dangerous!

Reading Task

New Tricks

Read the story on page 12 and answer the questions below.

1. Why was Josh such a fan of 'The Twits'?

2. Why did Josh say that Sunday lunch was going to be like no other?

3. What did Zoe and Carla usually like to do on a Sunday morning?

4. Why do you think that Josh chose to tamper with the custard?

5. How did the girls react when they tasted the custard?

6. Why do you think the author has put a warning in red at the bottom of the text?

7. Why has the author used italic text in the first paragraph?

8. Have you ever played a trick on someone else? What did you do?

Reading Task

Cooking Stone Age Classics

Read the information and answer the questions on page 17.

What did Neolithic people eat?

As early people learned to farm plants and animals, life for them changed completely. They could grow more than they needed. They could invent new tools because they did not need to spend so much time finding food. Pottery was made for the first time. This meant that new ways of cooking appeared. Humans' diets changed a lot.

Do you fancy reading some Neolithic recipes? Then look no further than Stone Age cook, 'Chef Ug'. His recipes are from some time between 6400 and 3500 B.C. Would you like to try any of them?

Flat Bread

Ingredients:

- Oat or barley grains
- Water
- Salt (if you've somehow got hold of some)
- Tasty plants (if you can find any)

Method:

- Preheat your flat cooking stone to hot/red-hot.
- Grab yourself a couple of stones. Or, if you are lucky enough to own some of those new-fangled round grinding stones, get them ready. Grind up your grains until they become powdery. If it is too difficult to make a powder, just make do with gritty bread!
- Hopefully by now you own a clay pot or two. If you don't, this next bit is going to be messy. Put your gritty flour in a pot and mix it with a slosh of water. Don't make it too wet! It should start to turn into a sticky but solid lump. If you don't own a pot, put the flour in a pile and make a little dent in the middle of it. Then put your water in the dent and get mixing. I told you it was going to be messy!
- If you can find any salt, crush it up and chuck it in. If you can find any tasty plants rip them up and throw them in as well. Keep mixing everything together until you have a sticky solid mass you can make into a ball.
- Make a lot of little balls out of the mixture and squash them flat. Put them on your preheated stone and cook until dry and crispy.

Reading Task

Cooking Stone Age Classics

Boiled Meat with Nettle Dumplings

Ingredients:

For the boiled meat

- A piece of meat. Farmed animals such as goats and cows will be easy to get hold of. Hunted animals such as boar, deer or seals (for those of you by the sea) may have a richer flavour but don't blame me if you get yourself killed on the hunt. Sadly no one has seen a woolly mammoth for a million moons now. I'm beginning to think tales of such giant animals who could feed a whole tribe for days were all make-believe.
- Long grass.

For the nettle dumplings

- Oat or barley grains
- Water
- Salt (if you've somehow got hold of some)
- Stinging nettles. The younger leaves are more tender and tasty.

Method:

- If you are using a clay pot, fill it with water and put in on the fire to boil. If you are using a trough built into the ground, fill the trough with water and place several large rocks in the fire to heat up.
- Prepare the meat by wrapping it in the long grass. Use nettles or animal sinew to tie it in place. I don't yet know why wrapping the meat in grass is a good thing, but people have started doing it and it is important to stay modern.
- If you are using a clay pot, wait for the water to boil and then put the meat in. If you are using the trough method, wait for your stones to get red-hot and then place some of them in the water in the trough and soon it will start to boil. Once the water is boiling, drop in your piece of meat!
- As the meat starts to cook, start work on your tasty nettle dumplings. Grind the grains into a gritty flour and mix in the water and salt (if you have any). Make sure the mixture remains more solid than liquid.

Reading Task

Cooking Stone Age Classics

- At this point some cooks like to wash their nettle leaves in water to get rid of mud and bugs. I however like to leave the bugs in as they give a nice crunch to the cooked dumplings.
- Tear the nettle leaves into small pieces and add them to your flour and water mixture.
- Form the mixture into balls no larger than the eye of a deer.
- Wait until the bright light in the sky has moved along by two or three finger-widths. Then place your nettle-balls in the pot or trough with the meat. If you are using the trough method, add more hot stones to the water now to keep it boiling.
- Wait until the bright light has moved another three finger-widths and then your meat and nettle dumplings are ready to eat!

Reading Task

Cooking Stone Age Classics

Read the information on pages 14 – 16 and answer the questions below.

1. What is used to cook the flat bread?

2. What does the use of the word 'new-fangled' tell you about when Chef Ug is writing?

3. Which two ingredients in the first recipe could be considered rare?

4. Why do you think Chef Ug does not use modern words like 'days', 'months' or 'years'?

5. What is the main way that Chef Ug has tried to make sure that someone following the recipes does things in the right order?

6. Find another item in the first recipe which appears to be a fairly new invention.

7. What do you think the phrase 'a million moons' means?

8. What makes you think the clay pot is a relatively new invention?

Reading Task The Snack Money

Read the story and answer the questions on page 20.

Samantha was worried. She looked long and hard at her friend – something wasn't right. Jody had been very quiet this week, too quiet! She didn't want to play and she had hardly laughed or smiled. Jody glanced up from her writing book to find Samantha staring at her. "Why are you staring at me? Do I have something on my face?" Jody asked anxiously. "Oh no, don't worry you look fine. I was just wondering whether you were ok?" asked Samantha.

"Why wouldn't I be ok?" asked Jody, suddenly looking annoyed. Their conversation was ended suddenly by Mr Smith (their class teacher) who had been watching them.

"Wow Samantha and Jody, I guess you've finished as you have time to chat! I shall find you some more work to do," he said with a knowing look on his face.

"Sorry Mr Smith, it was my fault. I won't interrupt her again," mumbled Samantha as she picked up her pen and got back to her writing.

The bell rang for break time and everyone rushed out to play. Samantha collected her purse from her bag and joined the snack queue by the Year 6 door. Her mum gave her some money each day so that she could buy some hot, buttery toast at break time. Jody normally joined her in the line but she hadn't been doing so this week. When Samantha asked her about it yesterday, she said that she just wasn't hungry.

Once she had paid for her toast, Samantha went to find her friend. Jody was stood, leaning against the wall with her head down, chewing her lip and looking miserable. Samantha skipped up to her. "No snack again today? Are you sure you are feeling alright?" she asked once more.

"Look, I'm fine, just stop asking me ok!" snapped Jody. Now Samantha really was worried, they never spoke to each other like that. Jody realised that she hadn't been very kind.

"Sorry, I didn't mean to snap," she said, looking rather sad and forlorn. Samantha gave her friend a hug, she hated seeing her look so unhappy.

"Come on, share my toast and then we can rehearse our words for assembly," Samantha said, quickly changing the subject. Jody took the toast and the girls went off to practise.

The following morning Samantha's mum dropped her off at the school gate. After a hug and a kiss, Samantha bounded off to find Jody. It didn't take long before she spotted her by the adventure playground. She was with someone else. Samantha stopped suddenly. It was Marjory Moore from Year 5. This had to mean trouble – she was not a nice girl! As Samantha watched she saw Jody take her purse out of her bag. She unzipped it and took some money out. Marjory snatched it out of her hand and marched away with a satisfied smirk on her face. Now it all made sense to Samantha. This was why Jody had been unhappy all week! This was why poor Jody hadn't been having her snack! Marjory Moore had been taking her snack money!

Reading Task

The Snack Money

A sudden rage filled Samantha. This was not fair! No one was going to do this to a friend of hers! Jody was still by the adventure playground. As Samantha got closer she could see that her friend was crying. She walked straight up to her and gave her a hug. "I saw everything! This needs to stop now! We are going straight into class to tell Mr Smith!" said Samantha firmly.

"We can't!" said Jody, looking horrified. "Marjory said she would get me if I tell anyone!"

"Rubbish!" said Samantha. "She can't hurt you if her parents and teachers know about it, she wouldn't dare!" Samantha softened a little, suddenly realising how scared her friend must be. "Look. I will come with you and help you explain what has been happening. The best way to beat a bully is to tell a person you trust. It can stop right now if you come with me." Jody stopped crying and took a deep breath.

"You are right. I thought I could cope with this on my own, but I can't. I need to talk to Mr Smith. Will you come with me?" she asked.

"Just try and stop me!" replied Samantha. She took Jody by the hand and led her into school to find Mr Smith.

Mr Smith was amazing. He listened very carefully to Jody and told her what a brave, sensible girl she had been for coming to tell him. Next, he was on the phone to Marjory's parents, arranging a time for them to come into school to discuss the issue with himself and the headteacher. As for Marjory, she was taken straight to the headteacher's office to discuss her behaviour and punishment.

By the time break time had arrived the girls were ready for their snack. Mr Smith had made Marjory give the money back to Jody, so they both sat on the bench enjoying their delicious, hot toast together. "I wish you had told me what was happening," said Samantha.

"I know, I should have told you sooner. It feels lovely now that it's all stopped. Marjory kept telling me that it was all my fault. She said that I would be in trouble if I told on her," sighed Jody.

"It was never your fault, bullies just like to say that to keep people quiet. They get to bully for longer!" replied Samantha.

"I know that now! Mr Smith said he is going to hold an assembly, to remind us what to do if we get bullied," said Jody.

"So – what do you do if you get bullied?" asked Samantha with a cheeky smile on her face.

"Tell everyone!" shouted Jody. The two girls jumped up laughing and raced off to play.

Reading Task

The Snack Money

Read the story on pages 18 – 19 and answer the questions below.

1. Why was Samantha worried about Jody?

2. Did Mr Smith really think that the girls had finished their work?

3. Identify ONE word/phrase which tells us that Jody was unhappy as she was leaning against the wall.

4. Why was Samantha worried when she first saw Jody talking to Marjory?

5. Why do you think Samantha felt 'a sudden rage' when she realised what was going on?

6. In what ways has Samantha been a good friend? Think about her actions in the text.

7. Identify TWO more words which mean the same as 'delicious'.

8. Why do you think the author wrote this story?

Reading Task

Healthy Eating Meal Plan

Read the text and answer the questions on page 22.

When you are growing, it is important that your body gets the right nutrients. Your bones and muscles are developing, so they need certain foods and drinks to help them. You can make choices of what you eat and drink to help you grow healthy and strong. Seven and eight-year-olds need between 1,200 and 2,000 calories per day, depending on their height and how active they are.

Calories should come from:

- Fat – mostly healthy fats like the fats found in olive oil, fish and nuts.
- Carbohydrates – mostly wholemeal carbohydrates like brown rice and wholemeal bread.
- Protein – mostly lean protein, like fish or chicken

Breakfast

A nutritious, balanced breakfast will keep you energized and satisfied all morning. Why not try a fruit smoothie made with ice, strawberries, blueberries and bananas, or a bowl of porridge or yogurt with sliced apples and a sprinkle of cinnamon?

Lunch

Greasy foods like chips and burgers are okay to eat once in a while, but try to balance them with other healthier options, like carrot sticks or an apple. Keep your choices varied, fresh and tasty. A healthy lunch is high in protein, vegetables, fruit and fibre, but low in fat, salt and sugar.

Dinner

Helping an adult to prepare your food is fun. Challenge yourself to make healthy changes to your favourite foods! For example: if you love lasagne, make it with wholemeal pasta, just a sprinkle of cheese, turkey mince and plenty of veggies, like broccoli and mushrooms. Serve the lasagne with a large helping of salad.

Snacks

Try to keep snacks to two or three times a day. Eating crisps or sweets is fine, but try not to eat them every day! Some healthy snack choices include: vegetable sticks, fruit and yoghurt.

What we eat isn't all that's important! Think about what you are drinking, too. Don't always drink fizzy-pop and juice drinks – drink water instead! Water helps our body in many ways: it carries nutrients to cells; it helps to remove waste products from our major organs; it helps us to control our body temperature. Water is constantly being lost from our body (when we go to the toilet, when we breathe and when we sweat) so if we don't drink enough we become dehydrated. Dehydration can cause tiredness, headaches, lack of concentration, and dry skin. If you're taking part in sports or if the weather is warm it is important to drink extra water. A balance of nutritious foods help you to grow strong and healthy. Eating a variety of nutritious foods can help you stay healthy for the rest of your life.

Reading Task

Healthy Eating Meal Plan

Read the text on page 21 and answer the questions below.

1. Why is it important to choose healthy things to eat and drink?

2. How many calories should a seven or eight year old child have?

3. When should you eat greasy foods like chips or burgers?

4. What could you eat instead of crisps and sweets?

5. Where should calories come from?

6. Name one example of how water helps our bodies.

7. What should your food be low in?

8. Why do you think making homemade meals instead of shop-bought can be healthier?