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Home Learning Pack Year 3

Guidance and Answers

Spring



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Week 1 Monday

Using Adverbs to Express Time, Place and Cause (page 2)

Question 1 – This question shows three sentences which each include an adverb. An **adverb** is type of word that gives more information about a verb. It can tell you how, when, where or how often. Some examples include slowly, yesterday, regularly. The question asks children to identify which type of adverb has been used in each sentence.

A = T or time (recently); B = P or place (inside) and C = C or cause (nevertheless)

Question 2 – This question asks children to underline the adverbs of time that have been used in two sentences. The adverbs have been underlined below:

Lily hasn't seen her best friend Jess at yoga club lately.
I have already finished my homework for the week.

Question 3 – This question asks children to decide whether a statement is true or false. Children need to consider whether the sentence shown below includes an adverb of place.

Tom peeked inside and saw his incredible birthday presents.

This statement is true because 'inside' tells us where Tom peeked.

Question 4 – This question asks children to replace the adverb of cause in the sentence below. The word therefore is the adverb of cause.

'Furthermore' is the correct answer because the sentence still makes sense when this adverb is used.

Question 5 – This question asks children to complete two sentences by adding adverbs of cause.

Various answers, for example: otherwise, furthermore.

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

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

Question 6 – This question asks children to identify the odd one out from three sentences.

B is the odd one out because 'below' is an adverb of place whereas 'today' and 'immediately' are both adverbs of time.

Question 7 – This question asks children to identify who has written a sentence with an adverb of cause.

Imran has used the adverb of cause 'consequently'. Ella has used the adverb of time 'suddenly'.

Week 1 Tuesday

English – What is a Preposition? (page 3)

A **preposition** is a type of word used to express time, place or cause, for example: after, under, over.

Question 1 – This question involves recognising which **preposition** has been used in this sentence.

'Among' is the **preposition** in this sentence and has been used to express place as it tells us whereabouts Phoebe and Freddie dived.

Question 2 – This question involves recognising which sentences use **prepositions** correctly.

Sentence A uses the **preposition** 'without' which expresses time in this sentence.

Sentence B uses the **preposition** 'through' which expresses place in this sentence.

Sentence C uses the **preposition** 'against' which expresses place in this sentence.

Sentence D uses the **preposition** 'behind' which expresses place in this sentence.

Sentence C has not used the **preposition** 'against' correctly because the order of the words is incorrect. The sentence should read: Janice leant against the wall to rest.

Question 3 – This question involves checking which child's statement(s) is/are correct.

Ross and Maisie are both correct as the **prepositions** they have both suggested could replace the **preposition** 'in' and the sentence will still make sense, as shown below.

Emma ran as fast as she could **across** the field.

Emma ran as fast as she could **through** the field.

In the sentences above, both **prepositions** have been used to express place.

Week 1 Wednesday

English – Prepositional Phrases (page 4)

A **prepositional phrase** is a group of words which contains a **preposition** (see definition on page 4) followed by a noun, pronoun or noun phrase but no verb. For example: under the bed.

Question 1 – This question involves matching three **prepositional phrases** to the correct sentence starters. Once they are fully formed, the sentences must make sense.

The little girl ran **across the park**.
The monkey climbed **off the branch**.
The robber hid **behind the shed**.

At first glance, the **prepositional phrase** 'behind the shed' could be used after 'the little girl ran' too. However, given the context of 'the robber hid', it is more appropriate to use 'behind the shed' with this sentence starter. Also, 'The robber hid across the park' would not make sense.

Question 2 – This question involves identifying which **prepositional phrase** could complete the given sentences.

The cat squeezed **between the two girls**.
Robert was sat **between the two girls**.

This **prepositional phrase** completes both sentences because it explains who the cat squeezed between and where Robert was sat in more detail.

To check our answer, we could try using the alternative **prepositional phrases** - for example: 'Robert was sat following the lady.' This sentence does not make sense.

Question 3 – This question involves rearranging seven words and placing them in a logical order.

- We can tell that the sentence begins with the pronoun 'They' because it begins with a capital letter.
- A verb is most likely to follow a pronoun. The only verb that is listed is 'built'.
- The determiner and noun which follow each other are most likely to be 'the' and 'motorway'.
- The final three words make up the **prepositional phrase**, which is 'through the hillside'.

The final sentence is: **They built the motorway through the hillside**.

Week 1 Thursday

English - Writing Direct Speech (page 5)

Question 1 – In this question **direct speech** is used in three sentences. **Direct speech** is shown by writing exactly what was spoken between **inverted commas**. **Inverted commas**, also known as speech marks, go before and after direct speech in a sentence, for example: "Watch out!" shouted the girl. This question requires the understanding that the word 'queried' implies a question is asked, so any speech that does not ask a question will not fit the sentence.

Decide which speech cannot follow the phrase 'Dylan queried'. The correct answer is: **B**

Question 2 – This question shows two incomplete sentences. Choose two of the given words to complete the **reporting clause**. A **reporting clause** is a phrase within a sentence which states who is speaking or thinking, for example: David wondered; Shabir asked; Tommy whispered.

Complete the sentences with your own words and correct punctuation to show **direct speech** as described in question 1. The correct answer is: **Various answers, for example: A: Elijah warned the people at the park, "Watch out for the bikers!" B: Malcolm asked his friend, "Where did you buy your superhero jumper from?"** Accept sentences that include the correct punctuation.

Question 3 – This question describes what a teacher said and how she said it, as described by the child Surbhi.

Write the words the teacher says in direct speech with correct punctuation. The correct answer is: **"An adverb is a word that describes a verb," Miss Mercy calmly explained.** Accept suitable synonyms for 'explained' and sentences which include the speaker at the beginning of the sentence.

Week 1 Friday

English – Punctuating Direct Speech (page 6)

Direct speech is shown by writing exactly what has been spoken between inverted commas.

Question 1 – This question shows four sentences all of which contain direct speech. Each sentence contains speech punctuation errors which need to be underlined, but not corrected. The correct answer is:

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.

Question 2 – This question shows two sentences with missing words and punctuation. Choose the correct word from the word bank and punctuate both sentences correctly. The correct answer is: A: “Where is the fruit and vegetables aisle?” the woman at the supermarket questioned angrily. B: “When answering questions about a text it is important to read the question and text, before you ask for help.” Marcel clarified.

Question 3 – This question looks at whether children know the correct writing features for speech. Use the checklist to see if each of the features have been used correctly in the text.

The correct answer is: No, Nikita has not completed the checklist correctly as the sentence should be written as follows: 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?”

Week 2 Monday

English – Punctuating Direct Speech (page 7)

Direct speech is shown by writing exactly what was spoken between **inverted commas**. **Inverted commas**, also known as speech marks, go before and after direct speech in a sentence, for example: "Watch out!" shouted the girl.

Question 1 – This question involves identifying missing punctuation at different points in the given sentence. **At point A, a capital letter should have been used for the letter 'D'; at point B, inverted commas should have been used to signal the end of the spoken part; and at point C, a full stop should have been used to show the end of the sentence.**

Question 2 – This question involves inserting an 'X' to show where the **inverted commas** should be placed. We need to find out which part of the sentence is spoken aloud. In this case, **the inverted commas should open before the pronoun 'I' and should close after the final full stop.** The sentence is shown below with the correct punctuation.

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

Question 3 – This question involves underlining the sentences which use the correct speech punctuation.

Sentences A and B should be underlined because they have been punctuated correctly. Sentence C should not be underlined because the closing **inverted commas** should have been placed after the word 'shoes' because the rest of the sentence is not spoken aloud. This sentence also needs an exclamation mark after the word 'shoes' but before the closing **inverted commas**.

Question 4 – This question involves identifying the position of the missing punctuation. **The correctly punctuated sentence has been shown below.**

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

Question 5 – This question involves rewriting the sentence using **direct speech**. The sentence is shown below with the correct speech punctuation. Any synonyms for 'announced' are acceptable. If 'Tessa announced' is placed at the start of the sentence, a comma needs to follow the word 'announced'.

"I am so excited for the school residential this weekend!" announced Tessa.

Tessa announced, "I am so excited for the school residential this weekend!"

Week 2 Monday

English – Punctuating Direct Speech continued (page 7)

Question 6 – This question involves writing a reply to Isabel's comments, using **direct speech**. There are various answers for this question. One example is shown below.

Mum replied, "You will just have to wait! It needs time to cook!"

Question 7 – This question involves identifying and correcting any mistakes that Anita has made whilst using speech punctuation.

Anita has placed the closing **inverted commas** at the end of the sentence when they should be placed immediately after the spoken part has finished. In this case, they should be placed after the question mark, as shown below.

"What time does the store close today?" questioned the lady.

Week 2 Tuesday

English – Recognising the Present Perfect Form in Sentences (page 8)

Present perfect form is used to talk about experiences that are not time specific: an action that took place at some point in the past, or an action that has started in the past and has continued into the present. It is formed by using the present tense of the verb 'have' plus a past participle, for example: I **have been** to Spain.

Question 1 – This question involves identifying the sentences that use the **present perfect form** in this passage. As you can see below, some sentences in this passage include more than one example of the **present perfect form**.

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.

Question 2 – This question involves identifying which sentences have not been correctly written using the **present perfect form**.

Sentence B is not written in the **present perfect form** as, even though it includes the verb 'has', no past participle has been included so the sentence does not make sense. The past participle is a critical part of using the **present perfect form**.

Sentence D is also not written in the present perfect form as it uses the incorrect auxiliary verb (to have). This is because the verb is referring to Lucas, who is a singular person therefore 'has' should have been used instead. Using the **present perfect form**, the sentence should read: Lucas has safely ridden his bicycle down the steep hill.

Question 3 – This question involves working out whether a sentence uses the **present perfect form** correctly.

This is false because the incorrect auxiliary verb has been used. As the pronoun 'they' is plural, the auxiliary verb should be 'have' instead of 'has'.

Week 2 Wednesday

English – There, Their or They're? (page 9)

There, their and they're are all examples of **homophones**. A **homophone** is when two or more words sound the same but have different meanings. For example, 'see' and 'sea' or 'blew' and 'blue'.

'There' is used to describe something's place or position. For example, 'The pencil is on the floor over **there**.'

'Their' is used to show an object that belongs to somebody or some people. For example, 'The loud music was definitely coming from **their** house.'

'They're' is used as a shorter form of saying 'they are' or 'they were'. For example, '**They're** playing very nicely together in the park.'

Question 1 – This question involves inserting the correct homophone into each gap to complete three sentences. A is missing 'there' because it is describing the position of the wooden bridge. B is missing 'their' because the school lunches belong to the children, and C is missing 'they're' because it is the short form of 'they are'.

Question 2 – This question involves identifying which sentences use 'there', 'their' or 'they're' incorrectly. A should be circled because 'their' should have been used instead of 'there' as the bikes belong to the children. D should also be circled because 'their' should have been used instead of 'they're' as the skin belongs to the people the sentence is talking about.

Question 3 – This question involves working out whether Mia has used homophones correctly in her sentence. Mia is incorrect because instead of 'their' she should have used 'they're' as this is the shorter form of 'they are'. In addition, instead of 'there', Mia should have used the homophone 'their' to show that the bedroom belongs to the people being talked about. Mia's sentence written correctly is: They're watching the bird fly from tree to tree from their bedroom.

Week 2 Thursday

English – Formal and Informal Language (page 10)

Formal language is used in writing that has a more serious tone and is often used when writing to someone that you have not met, or for professional writing.

Informal language is used in more relaxed spoken or written contexts (for example, a conversation between two friends) and often includes slang vocabulary and contractions.

Question 1 – This question involves identifying who this text was written for. In this extract, the writer has included very specific details of their whereabouts at a specific time and location. It has a serious tone and includes no humour or **contractions**. A **contraction** is a word that has been formed by putting two words together, replacing some letters with an apostrophe, for example 'you are' becomes 'you're'.

Therefore, the purpose of the text is to inform the reader of the events witnessed by the writer. **The correct answer is 'police officer' because it is an eye-witness statement.**

Question 2 – This question involves identifying all the examples of **informal language** that have been used in the diary entry below. These are phrases or expressions that you would not expect to see in a more serious or professional piece of writing. All the examples underlined below represent **informal language**.

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.

Question 3 – This question involves re-writing James' letter using more **formal language**. There are various answers for this, provided that the tone sounds serious and much less relaxed than in James's original letter. One example is:

Dear Sir,

I am writing to apologise for breaking one of your plates when I visited your pizzeria last week.

I am more than happy to pay for the damage. Please do inform me of how much I owe you.

I can assure you I will be extremely careful when I visit your restaurant in the future to ensure this does not happen again.

Yours sincerely,

James.

Week 2 Friday

English – Fact and Opinion (page 11)

A **fact** is a true statement that can be backed up by evidence. The River Ouse flows through York is an example of a fact.

An **opinion** is based on what someone thinks or believes. There is no proof to back these statements up. I look better with my hair tied up is an example of an opinion.

This activity involves identifying whether parts of the text are examples of **facts** or **opinions**. The correct answers are shown in the completed table below.

	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!		✓

'Cool kids like you' is an opinion because the writer's view of what makes a kid 'cool' could be very different from someone else's view.

'The bike comes in a variety of colours' and 'The bike has 20 inch wheels and a 10 inch frame' are both facts as they both describe specific design features of the bike.

'You too can perform stunts like a professional' is an opinion because the people reading the advert will have different riding abilities and levels of confidence; therefore, it is unlikely that this will be the case for every reader.

'The coolest bike around!' is the writer's opinion and some readers may disagree with this statement.

Additional Resources

English – Reading – New Tricks (pages 12 – 13)

Children should read the story and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or find the definition in a dictionary.

The answers to the questions are as follows:

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

It made him laugh.

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

He thought his trick would make it memorable.

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

Stay in bed late.

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

It was the easiest ingredient to mix something into.

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

Screamed, clutched their mouths, choking and going red in the face.

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

It was a silly thing to do which could be dangerous.

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

To stress the importance of the word.

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

Personal response, for example: I hid behind a door and jumped out when my friend walked past. It made him jump and we laughed about it.

Additional Resources

English – Reading – Cooking Stone Age Classics (pages 14 – 17)

Children should read the information and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or find the definition in a dictionary.

The answers to the questions are as follows:

1. What is used to cook the flat bread?

Hot, flat stones.

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

It tells the reader that he is writing at a time when purpose-built grinding stones are relatively new.

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

Salt and tasty plants.

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

Stone Age people did not have a regulated calendar and so the words would not exist.

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?

He has laid the steps out in bullet points so they can be followed one after another.

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

Clay pots.

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

It is describing a very long period of time; a million nights have passed since a mammoth was spotted.

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

The fact that there is a chance people reading the recipes might not have one 'by now'. The 'by now' suggests they are a new trend which everyone is taking on.

Additional Resources

English – Reading – The Snack Money (pages 18 – 20)

Children should read the information and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or find the definition in a dictionary.

The answers to the questions are as follows:

1. Why was Samantha worried about Jody?

Jody had been quiet all week, she didn't want to play and she hadn't laughed or smiled.

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

No, because it said he had a 'knowing look' which tells us that he knew they were just chatting.

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

Accept any of the following: head down, chewing her lip or looking miserable.

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

Marjory wasn't a very nice girl, so Samantha guessed there might be trouble.

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

It made her angry to think that someone was bullying her friend. She thought that it was unfair that someone was taking Jody's money.

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

Answers could refer to any of the following: Samantha must know Jody very well as she knew that Jody was acting out of character. She tries to find out what is wrong. She helps Jody do the right thing.

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

Suggestions could include: tasty, lovely, yummy, scrumptious.

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

To remind us to tell someone if we are being bullied.

Additional Resources

English – Reading – Healthy Eating Meal Plan (pages 21 – 22)

Children should read the information and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or find the definition in a dictionary.

The answers to the questions are as follows:

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

To grow healthy and strong.

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

Between 1,200 and 2,000 calories per day, depending on their height and how active they are.

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

Every once in a while.

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

You can choose healthier choices such as vegetable sticks, fruit or yogurt.

5. Where should calories come from?

Fats, carbohydrates and protein.

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

Various answers, for example: It carries nutrients to cells; It helps to remove waste products from our major organs; It helps us to control our body temperatures.

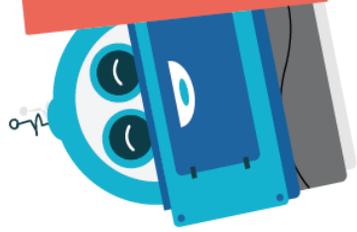
7. What should your food be low in?

Fat, salt and sugar.

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

This question requires a personal response, so an example answer has been provided: If you make the food yourself, you know and can control what is added. If food is shop-bought it can have extra salt/sugar added.

Home learning



HERO!

_____ This certificate of brilliance goes to _____

_____ for being **TOTALLY AWESOME** at _____

Signed _____

Date _____

