Year 3 Home Learning (Autumn 1)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	**Poetry** Write a free verse poem all about your favourite food or animal. Your poem does not need to rhyme – be creative! See an example in the resource pack.	**Mini Rabbit Not Lost** In class, we will be reading this picture book and working towards writing a version for KS2 children. You can watch the story being read aloud on YouTube at: https://www.youtube.com/watch?v=8OPVvdUjl4g Imagine a little rabbit who must find some berries for his cake. He must go off on an adventure to find the berries. Write 3-4 sentences about: • Where could he look? • Who might he find along the way?	**Mini Rabbit Not Lost** You are Mini Rabbit lost in the forest. Create a mind map of vocabulary that you could use to describe a forest.	**Mini Rabbit Not Lost** Read or watch the story again. Write an alternative ending to the story. What does Mini Rabbit eat as a treat instead? Can you describe it? This could be 3 or 4 sentences.	**The Magic Box** Imagine what could be inside a magic box. Create a mind map of vocabulary to describe it.	**Words Are Ours** Write a list using commas to separate the item e.g. I went to the shops and bought a packet of crisps, a ham sandwich, a bottle of juice and a sticker book.
Maths	**Recognising Place Value** For each number, identify the value of each digit. Example: 423 = 4 hundreds, 2 tens, 3 ones Activity: Write the place value for each digit in the following numbers: 374 582 691	**Comparing Numbers** Task: Use >, <, or = to compare the numbers in pairs. 374 ___ 582 691 ___ 374 582 ___ 691 Activity: Arrange the following numbers in ascending order: 374, 582, 691	**Counting in Multiples** Objective: Count from 0 in multiples of 4, 8, 50, and 100. Task: Complete the counting sequences. Count in 4s from 0: 0, 4, 8, 12, 16, 20, ___, ___, ___, ___ Count in 8s from 0: 0, 8, 16, 24, 32, 40, ___, ___, ___, ___ Count in 50s from 0: 0, 50, 100, 150, 200, 250, ___, ___, ___, ___ Count in 100s from 0: 0, 100, 200, 300, 400, 500, ___, ___, ___, ___	Task: For each number, write the number that is 10 more, 100 more, 10 less, and 100 less. Example: 374 10 more: 384 100 more: 474 10 less: 364 100 less: 274 Activity: Apply the same to the following numbers: 582 691 423	Answer the following questions. Which number is greater: 374 or 582? Explain your reasoning. Which number is smaller: 691 or 582? Explain your reasoning. Arrange the following numbers in descending order: 374, 582, 691 Write them from largest to smallest.	Answer the following questions. Adding 10 and taking 1 away. • 57 + 9 = • 43 + 9 = • 27 + 9 = • 134 + 9 = • 163 + 9 = 238 + 9 =

Science	**Rock Investigation** Choose one rock. Describe it using 3 words (e.g., hard, shiny, bumpy). Draw a picture of it. Then look at rocks in your garden or outside. Can you sort them into 2 or 3 groups? (For example: big/small, smooth/rough).	**Types of Rocks** Choose one type of rock (granite, sandstone, marble, or chalk). Create a poster about it. Include the following information: -What does the rock look like? -Where is this rock usually found? -Is it used in buildings, roads, or statues? -What makes it useful for people? -Add any key facts Challenge: Can you think of something in your house or school made from this rock?	**Comparing Rocks** Compare two or three different rocks you have found or researched. Write a few sentences about how they are similar and different. Guiding Questions: -Are they hard or soft? -Are they smooth or rough? -Are they the same colour or different? Challenge: Make a simple table to show the similarities and differences.	**Fossils** Research what a fossil is. Use these websites: https://www.fossilsforkids.com https://www.amnh.org/explore/ology/paleontology https://onegeology.org/kids2/english/fossils.html Then make a poster showing the key facts about fossils. -How is a fossil made? -What kinds of animals or plants can become fossils? -Why are fossils important to scientists? Challenge: Draw a picture of your favourite fossil on the poster.	Summarise everything you have learned about rocks and fossils in one page. Make your summary look like a mini-poster with titles, drawings, and colourful labels. Write 3–5 sentences about rocks. Include one fact about types of rocks, how to describe them, or how they can be used. Write 3–5 sentences about fossils. Include one fact about how fossils are formed and why they are important. Draw one rock and one fossil to show what you have learned.	Can you research Mary Anning and find out about her life and discoveries? Write down some key facts about her. https://www.natgeokids.com/uk/discover/history/general-history/mary-anning-facts/ https://kids.britannica.com/kids/article/Mary-Anning/623771
History	**Stone Age Tools** Draw a Stone Age tool (like a hand axe or scraper) and write 1–2 sentences about what it might have been used for. *Question Prompts:* What type of tools might Stone Age people have used? What materials could the tools be made from? How would the tool help them survive?	**Homes Long Ago** Task: Find out about one of these Stone Age homes: - Caves in the Palaeolithic era - Early shelters like tents ant huts - Farming villages in the Neolithic era Draw a poster or write down some facts.	**Food Hunters** *Task:* Think about what people ate in the Stone Age. Create a mini fact file or list of foods they would have eaten. *Question Prompts:* What animals might they hunt? Which plants, fruits, or nuts could they collect? How did they prepare or cook their food?	**Cave Art** *Task:* Create your own "cave painting" showing animals, people, or daily life. *Question Prompts:* What animals would they paint? Why do you think they created these paintings? What colours or materials could they have used?	5. **Stone Age Research** *Task:* Use a book or the internet to find one interesting fact about the Stone Age. Make a poster, fact file, or paragraph. What kinds of tools, homes, or food did Stone Age people have? How did Stone Age people survive day-to-day? Can you find a fact that surprised you?	Stone Age Can you draw or create a cave painting that would have been similar to the Stone Age paintings? 
PSHE	**Who Am I?** Draw yourself and write 3 words that describe your personality (e.g., kind, funny, helpful).	**My Home and Family** Write 2–3 sentences about your family or people you live with. How do they help you feel safe or happy?	**My Worries and Hopes** Draw a "feelings cloud." Inside, write one worry and one hope you have for school or home.	**Teamwork at School** Think of a time you worked with a friend or group. Write 1–2 sentences about what went well and why.	**Rules and Choices** Write 1 rule at home or school that you think is important. Explain in 1 sentence why it helps people feel safe.	**Rules and Choices** Can you write a list of the pro-social behaviours you are displaying at home? E.g. cleaning up you room Being kind to siblings