Home Learning Menu
Year 3 Term 1

Information for Parents and Carers
We greatly value the support you give to your child's learning at home, as this plays an important role in their progress.
The menu is designed to support learning in two ways. The **compulsory Starters** focus on developing key **core skills** such as reading, spelling and number fluency.
The **optional Main Courses** link to learning in class and provide opportunities to **extend your child's learning** throughout the term.
Thank you for your continued support.

Starters (Compulsory)

We encourage children to complete **some of these activities every day**, as they support essential skills such as reading, spelling, and number fluency.

Reading
Please support your child to read their **school reading book** regularly and encourage them to **increase their word count**.
Frequent reading supports fluency, comprehension, and confidence.

Times Table Rock Stars
Children should regularly practise **2s, 5s, and 10s** using Times Table Rock Stars.
Secure times table knowledge supports success across the maths curriculum.

Rollama
Children should use Rollama to practise grammar skills, with a focus this term on
- ***Direct Speech***
- ***Conjunctions***
- ***Subordinating Clauses***

These skills support sentence structure and writing development.

Spellings, Please practise the weekly spelling words below:
Week 1: musician, electrician, magician, optician, politician, mathematician, physician, technician, dietician, beautician.
Week 2: myth, gym, Egypt, pyramid, mystery, crystal, symbol, syrup, cygnet, lyric.
Week 3: young, touch, double, trouble, country, rough, enough, tough, cousin, couple.
Week 4: difficult, famous, extreme, guide, heart, history, popular, minute, natural, believe.
Week 5: inactive, incorrect, incredible, independent, incomplete, incapable, inconsiderate, indefinitely, inability.
Week 6: Consolidation of spellings.

Main Courses (Optional)

These activities link to learning covered in class and offer opportunities to **extend your child's learning throughout the term**. Children can choose which activities to complete based on their interests.

Geography – Why is it called the Romney Marsh?
Become a Romney Marsh Geographer!
Take a walk around your local area with an adult. Look for human and physical features such as rivers, drainage ditches, bridges, fields and settlements. Take photographs or draw three features and label them to explain what you discovered.
Map the Romney Marsh
Create your own map of part of the Romney Marsh. Include settlements, roads, waterways and important landmarks. Add a key using symbols and colours to help others understand your map.
Build the Romney Marsh
Create a 3D model showing the landscape of the Romney Marsh using LEGO, cardboard, modelling clay or recycled materials. Include features such as fields, waterways, roads and settlements. Label the different features.
The Romney Marsh: Then and Now!
Become a geography detective! Find an old photograph of somewhere on the Romney Marsh and compare it with how the same place looks today. You could take your own photograph, draw the location or research how it has changed. Present your discoveries as a poster, booklet or slideshow, explaining what has changed and what has stayed the same.

Art – Developing Drawing Skills
Become a Botanical Artist
Find an interesting leaf, flower or plant and create a detailed observational drawing. Look carefully at its shape, lines and textures. Experiment with shading to show light and dark areas.
Sketch the Romney Marsh
Choose a favourite view of the Romney Marsh and create a landscape drawing. Use different pencil marks and shading techniques to show texture, shape and tone.

At times, teachers may also set **additional home learning tasks** to support learning across the curriculum. Home learning will be **celebrated in class and rewarded with Dojos**.