

Name: _____

Year 3

PRACTICE BOOKLET

Dear Parents,

We have had a brilliant year in Year 3 and we would like to thank you for your continuous support.

Here is an activity booklet which you can do with your child during the holidays. They can bring this back to school to share with their Year 4 teacher.

Once again, thank you and have a lovely break!

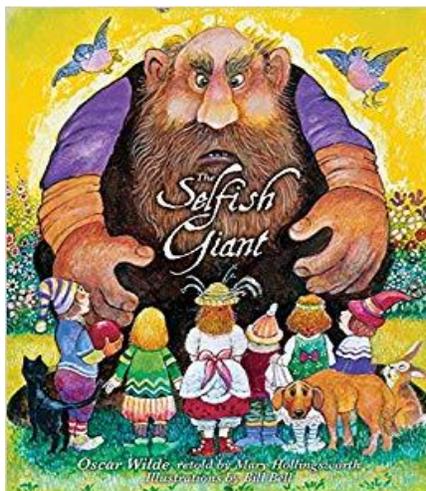
Year 3 Teachers

Please return this booklet to your Year 4 teacher after the summer.

ENGLISH

Comprehension

Read the extract from *The Selfish Giant* (written by Oscar Wilde) below and answer the questions.



Every afternoon, as they were coming from school, the children used to go and play in the Giant's garden. It was a large lovely garden, with soft green grass. Here and there over the grass stood beautiful flowers like stars, and there were twelve peach-trees that in the springtime broke out into delicate blossoms of pink and pearl, and in the autumn bore rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them. 'How happy we are here!' they cried to each other.

One day the Giant came back. He had been to visit his friend the Cornish ogre and had stayed with him for seven years. After the seven years were over, he had said all that he had to say, for his conversation was limited, and he determined to return to his own castle. When he arrived, he saw the children playing in the garden. 'What are you doing here?' he cried in a very gruff voice, and the children ran away.

'My own garden is my own garden,' said the Giant; 'anyone can understand that, and I will allow nobody to play in it but myself.' So he built a high wall all round it, and put up a notice-board.

"TRESPASSERS WILL BE PROSECUTED"

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

1. Where did the children used to play?
2. Describe the garden. What did it look like? Use words from the text to help you.
3. Were the children happy or sad in the garden? Why?
4. Who had the giant been visiting?
5. In your own words describe what the giant did when he arrived at the garden.
6. What do you think about what the giant did? Was it good or bad? Why?
7. How did the children feel when the giant told them to leave?

Writing

Imagine you are one of the children who used to play in the giant's garden. Write a letter to him asking if you can come back and play. Remember to include reasons.

Spelling

Look at the following sentences. The words that are underlined are spelt incorrectly. Write the correct words at the end of the line.

E.g. 'Take your medizine twice a day.' said the Doctor. medicine

1. Exersise such swimming is good for you.
2. Chocolate ice cream is my favourit.
3. A wheel is a sircle shape.
4. I eat roast potatos every day.
5. I have the school calenda with me.
6. My best frend is called Ben.
7. The ghost story was very fritening.
8. What are those strang lights in the sky?

Grammar

The 'ly' ending for **adverbs**

The suffix 'ly' is added onto adjective to form an adverb. Add 'ly' to the following adjectives, e.g. sad + ly = sadly

- | | |
|----------|-------------|
| 1. bad | 2. slow |
| 3. happy | 4. enormous |
| 5. heavy | 6. cautious |

Now use these adverbs to describe how someone does an action.

e.g. He walked *sadly* around his old school.

Homophones

Homophones are words that sound the same but have a different meaning. e.g., meet and meat.

Look at the following sentences and decide which homophone is correct in the space. Circle the correct option.

1. I made a chocolate, *berry/bury* and cream sundae.
2. That's *grate/great* news.
3. A thick *misted/mist* covered the fields.
4. I'd like a *piece/peace* of cake.
5. We travelled by *plain/plane*.

These homophones are incorrectly spelled given their context. Write the correct homophone. E.g. He's a *grate* friend. *great*

1. Cars are *maid* in a factory.
2. I'd like to *by* a house one day.
3. Don't *brake* the glasses.
4. I'll *bee* at the party.
5. The balloon is *lite*.

Read this short extract. The word *went* is used four times in the text. Can you think of other words that could replace *went*? Write the story out again replacing *went* with a synonym (similar word).

Tom was really bored at home; so, he went to the shops. Next, he *went* with his friend (Chris) to the park to play football. After football they *went* to get ice creams and sat down to eat them on a bench. As it was getting late, they both *went* home.

Find two more interesting synonyms for the following words:

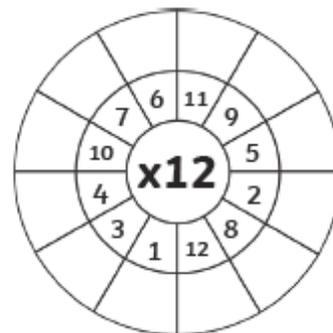
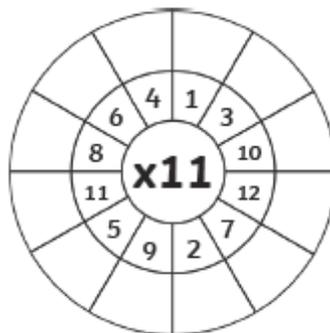
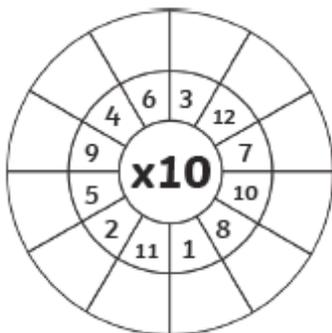
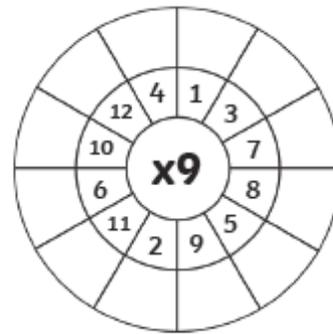
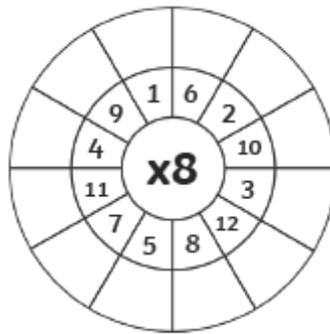
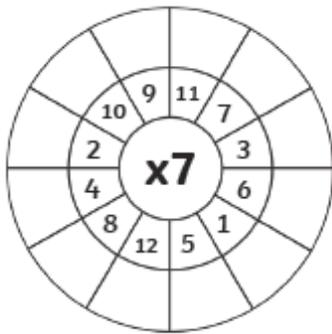
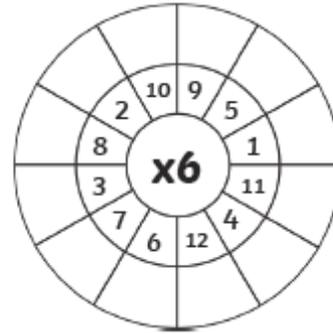
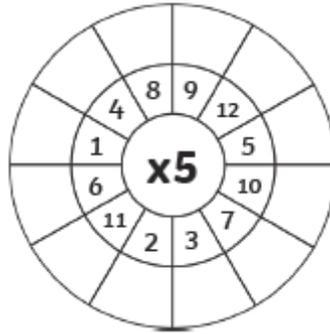
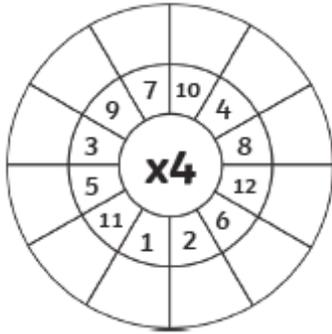
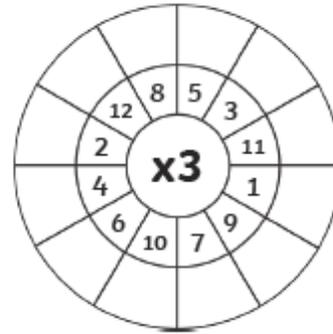
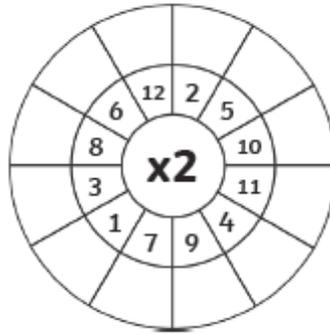
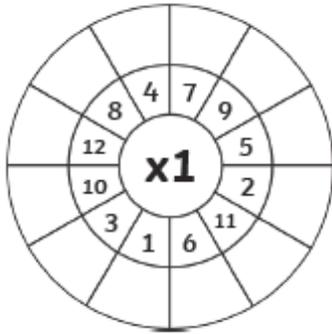
E.g. bad = terrible = awful

1. old
2. pretty
3. fast
4. big
5. tall
6. small
7. nice
8. happy
9. sad
10. angry

MATHEMATICS

Multiplication Wheels

Multiply the numbers by the middle number.

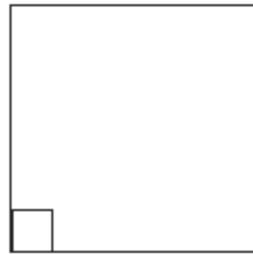


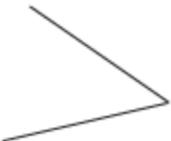
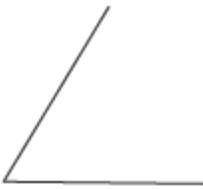
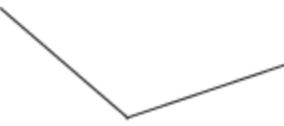
Is It A Right Angle?

An angle is where two lines meet.

A right angle is in the corner of a rectangle or square.

Look at the angles below. Decide whether each one is a **right angle**, **bigger than a right angle** or **smaller than a right angle**. Write down your answer on the line.



1.  _____	2.  _____
3.  _____	4.  _____
5.  _____	6.  _____
7.  _____	8.  _____

2D Shapes: Properties

Cut out the shapes and match them to the correct description.

	6 straight sides 6 vertices This 2D shape is a _____
	3 straight sides 3 vertices This 2D shape is a _____
	No straight sides No vertices This 2D shape is a _____
	4 straight sides 4 vertices This 2D shape is a _____
	4 straight sides all the same length 4 vertices This 2D shape is a _____

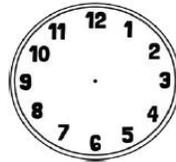
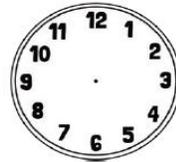
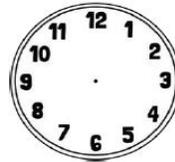
Tell the Time: Writing the Time

Write the time shown on each clock.



Tell the Time: Drawing the Time

Draw the time on each clock.



9 o'clock

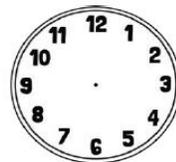
half past 3

10 to 5

25 past 4

quarter past 2

half past 12



20 to 11

3 o'clock

half past 9

25 to 5

quarter to 1

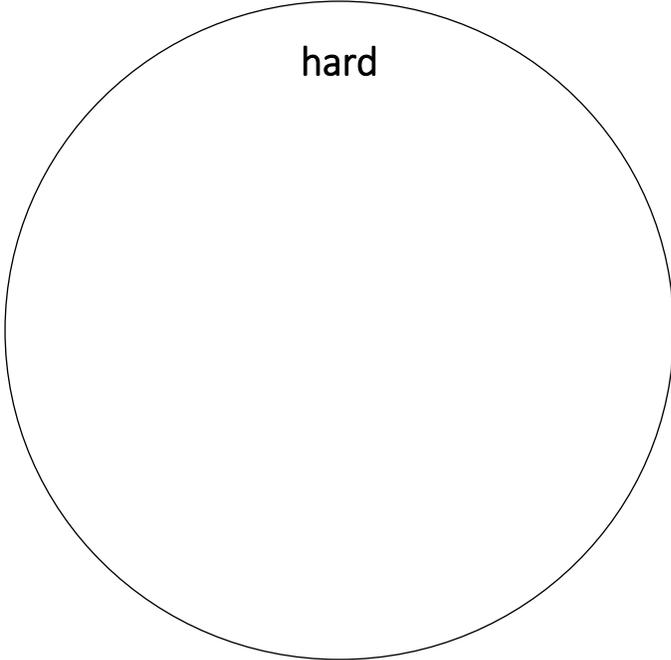
10 to 7

SCIENCE

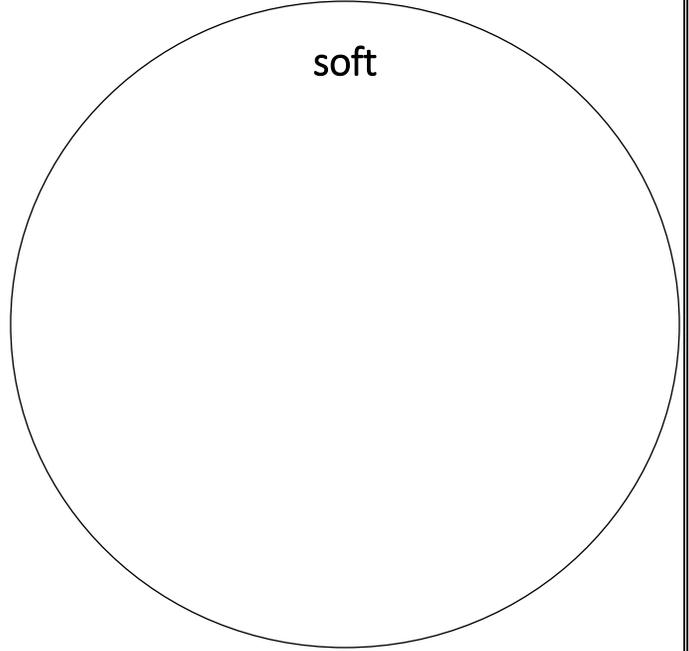
Sorting materials

Name 3 materials that have the following properties.

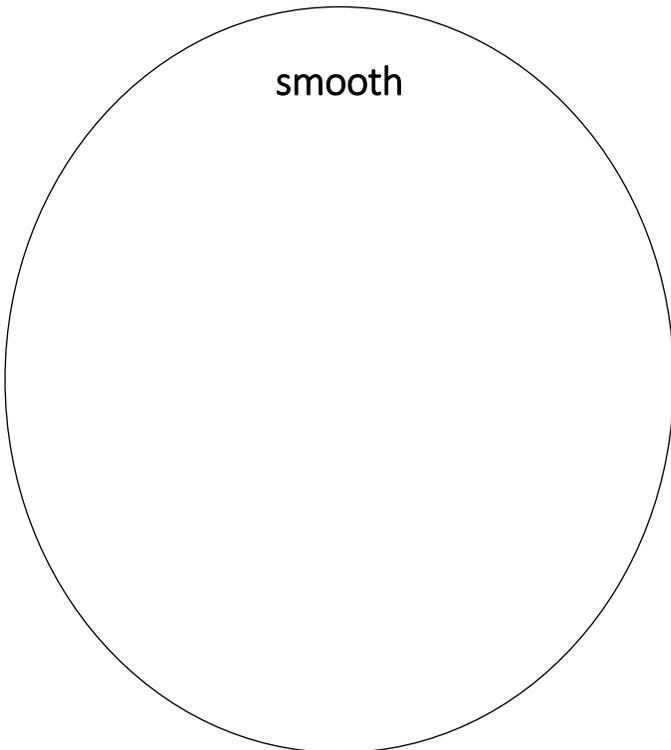
hard



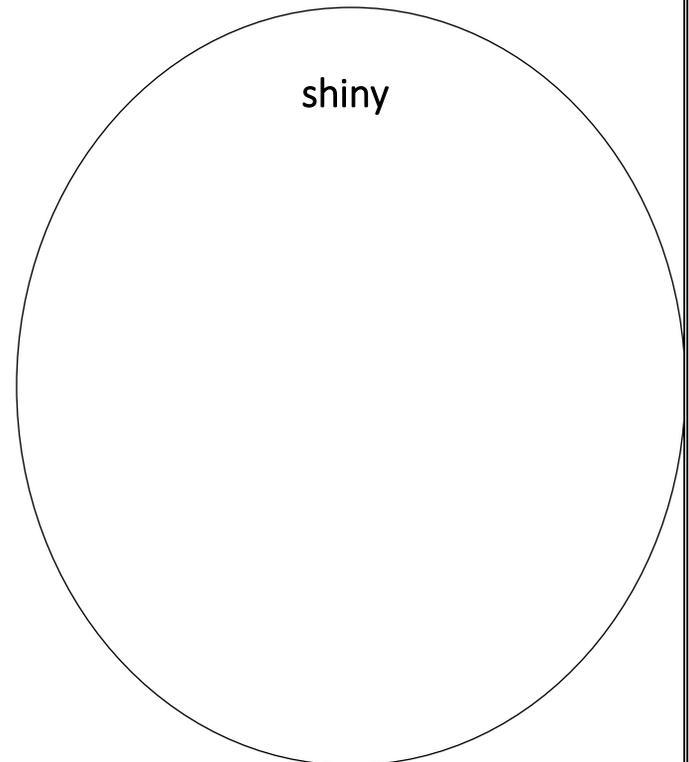
soft



smooth



shiny



Animal groups

Write each definition under the name of the correct animal group.

Animals

Fish	Mammals
Birds	Insects

Have a beak, two wings and two legs. They are covered in feathers.

Mostly live on land, although some live in water. They feed on their mother's milk when they are young.

Live on land and in water.

Live in water. They have gills to breathe and fins to help them move.

Food groups

Match each food group to examples of that food group, and then to what the food group does.



Milk Meat Fish Eggs Nuts Cheese Peas and beans	Proteins	Help you to grow strong hair and nails
Bread Pasta Rice Potatoes	Carbohydrates	Give you energy
Butter Olive oil Ghee Cheese	Fats	Give you energy Protect internal organs Keeps the body warm in cooler temperatures
Cabbage, spinach, tomatoes, beans Apples, oranges, grapes, bananas	Fruit and vegetables	Full of vitamins and minerals Keep you healthy Prevent illness
Chocolates Sweets Fruit	Sugars	Give you energy

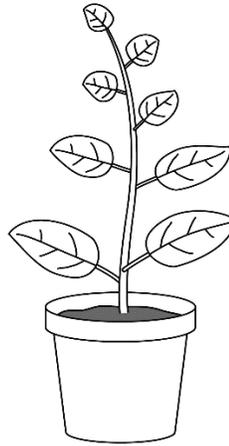
Plants in the environment

1 Nawal and Noura are growing plants in different conditions.

Nawal



Noura



- Which plant is growing on a sunny windowsill?

- How can you tell?

2 What order do plant parts grow in? Write the numbers from 2 to 5. The first step is done for you.

- flower _____
- shoot 1
- root _____
- seed _____
- stem _____

3 Name one type of root we eat.

4 Find three things that roots do. Circle your answers.

- collect sunlight
- take in water
- to hold the plant in the soil
- take in minerals
- collect soil
- take in air