



for Oak Class (due in on Wednesday th November 2018)

1. Talking and practising (Don't write anything down)
- I can practise my week 6 of the NEW spellings list for next week
 - I can practise counting forwards and backwards in 3's and 4's

2. Main homework
- **Mental Arithmetic book:** (This should take you about 30/40 min) You need to complete Section 1 Test 4 this week: Sections A, B and C. (You have done these in class this week) Please write in pencil and show any working out if you need to.
Please don't go on to the next Section.

- **Inference and Deduction**

In Year 3 there is a growing emphasis and importance on both inference and deductive comprehension skills.

Inference: is an interpretation that goes beyond the literal information given.

Deduction: is an understanding based on the evidence given in the text.

Please can your child complete the comprehension pasted in their books to develop and strengthen these reading skills.

- **Mental Maths**

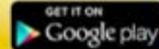
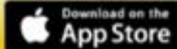
Mental agility is key to a good foundation, particularly in Year 3. The children will now be solving 2 and sometimes 3 step maths calculations, that require a good mental maths strength. One fun and easy way to assist the advancement is the TOPMARKS Maths website. Hit the button is a great game for developing this skill (please see the link below, I also sent it via Dojo on the 22nd of October and again yesterday.) Here is the link in case you haven't seen the Dojo post.
<https://www.topmarks.co.uk/maths-games/hit-the-button>

For homework please could your children do number bonds to 10 aiming to get 25 out of 25 (24 out of 25 of course is very acceptable) and a picture should be taken of it as well! Please then send me a Dojo picture of the result and their gorgeous faces so I can make a star chart in class and past the picture of them and their score on the star chart. I want them to gain confidence and their ability to take responsibility for their learning. This is so key for their future.

If your child finds this too easy, that is totally ok. They all need to be developing at their own pace. In that case please could your child aim for 25 out of 25 for bonds up to 20 or even, bonds up to 100. If this is still to comfortable for them 30 out of 30 or even 40 out of 40 for bond to a 100 sound be a good challenge.

Parents' comments

Hit the Button app available!



Hit the Button



Topmarks

Hit the Button app available!



Number Bonds

Up to 10

- ▶ Make 10
- ▶ Addition within 10
- ▶ Missing Numbers (+ and -)

Up to 20

- ▶ Make 20
- ▶ Addition within 20
- ▶ Subtraction within 20
- ▶ U + U + U

Up to 100

- ▶ Make 100 (tens)
- ▶ Make 100
- ▶ Addition within 100 (tens)
- ▶ Subtraction within 100 (tens)

Decimals

- ▶ Make 1 (1 dp)
- ▶ Make 10 (1 dp)

Topmarks

New Curriculum Spelling List Autumn 2018



Week 6

the
come
some
one
today
once
ask
said
says

Week 7

door
poor
find
mind
floor
because
friend
school
put

Week 8

kind
are
were
was
behind
his
has
hold
you

Week 9

whole
your
they
be
he
me
she
we
no

Week 10

any
child
wild
most
both
here
there
where
love

Week 11

old
push
pull
full
house
our
children
climb
only



New Curriculum Spelling List Autumn 2018



Week 6

the
come
some
one
today
once
ask
said
says

Week 7

door
poor
find
mind
floor
because
friend
school
put

Week 8

kind
are
were
was
behind
his
has
hold
you

Week 9

whole
your
they
be
he
me
she
we
no

Week 10

any
child
wild
most
both
here
there
where
love

Week 11

old
push
pull
full
house
our
children
climb
only



Inferences Worksheet 1

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Every day after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up the stairs to the shower as he was instructed. He would eat dinner with her after he was “presentable,” as Alice had often said.

1. What type of job does Paul do? _____

How do you know this?

2. Describe Alice: _____

What in the text supports your description?

3. What relationship do Paul and Alice have? _____

Why do you feel this way?

Crack! Thunder struck and rain poured. Max stared blankly out the window, trying to contain his emotions that raged like the weather. He was beginning to lose it. Dropping the kite from his hand, Max broke out into full sobs. His mother comforted him, “There, there, Max. We’ll just find something else to do.” She began to unpack the picnic basket that was on the counter and offered him a sandwich. Max snapped, “I don’t wanna sand-mich!” A flash from the sky lit up the living room. *Boom!* Mom sighed.

4. Why is Max upset? _____

How do you know this?

5. What was Mom planning on doing today? _____

What in the text supports your description?