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Home Learning Pack Year 3

Guidance and Answers

Autumn 2



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Week 1 Monday

What is a Sentence? (page 2)

Question 1 – This question shows a sentence containing a **noun**, a **verb**, an **adjective** and an **adverb**. **Nouns** are naming words. Nouns are usually a person, animal, thing or place. **Adjectives** describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities. E.g. a tall girl. A **verb** is a type of word that is used to describe an action such as jump, skip, shout. 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.

Decide which word is which. The correct answer is:

noun – door; verb – opened; adjective – old; adverb – quietly.

Question 2 – This question shows four different sentences with missing punctuation.

Decide which sentence needs a full stop, question mark or exclamation mark. The correct answer is:

Sentence	Full Stop	Question Mark	Exclamation Mark
Example: When will the postman arrive		?	
Put your hand up if you need a pencil	.		
What time does the film start		?	
What a sunny day it is			!
Harry is going to the seaside today	.		

Question 3 – This question looks at whether children know what makes a complete sentence. A **complete sentence** begins with a capital letter and finishes with a full stop, question or exclamation mark. A complete sentence expresses an idea or thought, contains a verb and must include the correct punctuation. A complete sentence should always make sense on its own.

Decide if the words given are enough to make a complete sentence. The correct answer is: **No, she is incorrect because there are no verbs to describe what any of the nouns are doing.**

Week 1 Tuesday

Using Expanded Noun Phrases (page 3)

An **expanded noun phrase** is a noun phrase which gives more information about the noun, such as, using adjectives to describe it. For example: the tall, beautiful roses.

Question 1 – This question shows two sentences with the expanded noun phrases underlined. A **noun** is a naming word. It is a person, animal, thing or place. An **adjective** describes a **noun**. It can describe aspects like colour, shape, size and age, amongst other qualities. The underlined expanded noun phrases are made up of different types of words: **determiners, adjectives** and **prepositional phrases**. A **determiner** is a word that comes before a noun or a noun phrase, for example 'the'.

A **prepositional phrase** is a group of words which contains a preposition followed by a noun, pronoun or noun phrase but no verb. For example: under the bed. A **preposition** is a type of word used to express time, place or cause, for example: after, under, over.

Match the words in the explained noun phrase with the type of word. The correct answer is: **A: determiner, prepositional phrase; B: determiner, adjective, prepositional phrase.**

Question 2 – This question shows a complete sentence with the expanded noun phrase underlined. Three further examples of expanded noun phrases are shown. Choose the phrase that would change the meaning of the original sentence if used instead of the underlined noun phrase. The correct answer is: **A: Sam looks after a gentle monster in school, because the type of monster and the place are different in meaning.**

Question 3 – This question shows a very simple sentence. Using the words given, expand the sentence. This means adding an **expanded noun phrase** which contains an **adjective** and a **preposition** (as previously explained in Question 1). There are various answers, for example: **We went on a long trip in a coach to see some friendly animals.**

Week 1 Wednesday

Coordinating Conjunctions (page 4)

A **clause** contains a subject and a verb. For example: The child ran. 'The child' is the subject and 'ran' is the verb. There are main clauses and subordinate clauses.

A **conjunction** is a word used to join two clauses. There are different kinds of conjunctions such as for time (e.g. after), place (e.g. where) and cause (e.g. because).

A **coordinating conjunction** is a word used to join two main clauses together in a sentence. The main clauses must make sense on their own. There are seven coordinating conjunctions: for, and, nor, but, or, yet, so.

Question 1 – This question involves reading the words provided and rearranging them to create a sentence with a **coordinating conjunction**.

The following sentence can be created:

I flopped down on my soft bed, for I was very tired.

The **conjunction** 'for' is the **coordinating conjunction** for the two **main clauses**.

Question 2 – This question involves reading the **main clauses** and combining them with a suitable **coordinating conjunction**. The sentences must be combined from left to right and it is vital to ensure the sentences make sense.

Main Clause	Conjunction	Main Clause
Heavy rain had started to fall,	yet	will he eat fresh fruit.
Toby won't eat green vegetables,	so	I grabbed my pink umbrella.
My alarm clock didn't go off,	nor	I still got to school on time.

Week 1 Wednesday

Coordinating Conjunctions continued (page 4)

Question 3 – This question involves completing the sentences using the **coordinating conjunctions** provided. Each **conjunction** can only be used once, therefore the added **main clause** must be related to the existing **main clause**.

Various answers, for example:

- A. We could go to the park tomorrow, or we could go to the cinema instead.
- B. Mum made me some hot soup for lunch, but I didn't really like it.
- C. I need to buy some white trainers and a bigger sports bag.

Week 1 Thursday

Apostrophes for Possession (page 5)

An **apostrophe** is a punctuation mark which is used to either show contraction (when a letter or letters have been missed out - for example, 'do not' becomes 'don't') or possession (when something belongs to somebody or some people - for example, Freda's puppy).

Singular nouns show possession using an apostrophe followed by an s, for example: the boy's football. Singular nouns which end in s follow the same rule, for example: the bus's wheel. **Plural nouns** which end in s show possession using an apostrophe after the s, for example: the girls' books.

Question 1 – Sally's ball should be circled as it is the only phrase that uses an apostrophe to show possession because the ball belongs to Sally. The other two phrases both use apostrophes for contractions.

Question 2 – The box above the word 'cars' should have an 'X' in because the exhaust belongs to the car. 'Exhaust' and 'mechanic' are not possessive nouns and 'couldn't' needs an **apostrophe** – but for contraction, not **possession**.

Question 3 – Sentence B should include a possessive apostrophe because the grey dog belongs to Travis and the noun phrase 'the grey dog' follows the name of its owner. Sentence A does not need an **apostrophe** because the name of the owner follows the noun phrase.

Question 4 – Sentence C should be underlined because the new bike belongs to Simon. Sentence A and B both include apostrophes for contractions which means that some letters have been missed out. In Sentence A, 'he's' means 'he is' and in Sentence B, 'it's' means 'it is' so the **apostrophes** in both of these contractions have replaced the letter 'i'.

Question 5 – This question involves rearranging the eight words to create a sentence that uses an **apostrophe** for **possession** and either 'and' or 'but'. Extra words can be added. One possible example of a sentence is shown below.

Lucy tripped over Mr Smith's wooden chair and broke her leg.

In this example, the chair belongs to Mr Smith and the conjunction 'and' has been used.

Question 6 – This question involves re-writing this sentence using **apostrophes** for **possession**. The nouns in this sentence are singular and the **apostrophes** have been underlined.

The cactus's spikes had fallen off and landed in the cat's bed.

Week 1 Thursday

Apostrophes for Possession continued (page 5)

Question 7 – Tandi has used an apostrophe to show **possession** in this sentence correctly because the brother belongs to Lewis. As Lewis' name ends in the letter -s, the **apostrophe** can be placed after the '-s' on its own or the **apostrophe** can be followed by another 's' (as Tandi has used). Both options are grammatically correct and can be seen below.

Lewis'

Lewis's

Week 1 Friday

Subordinating Conjunctions (page 6)

A **subordinating conjunction** is a conjunction that introduces a subordinating clause, for example although, because.

Question 1 – This question involves identifying all the **subordinating conjunctions** that have been given.

The subordinating conjunctions that should be circled are: while, when and if.

'Golden' is an adjective, 'the' is a determiner, 'and', 'but' and 'so' are all examples of co-ordinating conjunctions, 'surprisingly' is an adverb, 'what' and 'who' are both question words and 'behind' is a preposition.

Question 2 – This question involves matching **subordinating clauses** to the most appropriate **subordinating conjunctions**. A **subordinate clause** contains a subject and a verb, but it does not make sense on its own. It needs to be attached to a main clause. For example: I read books **when** I have free time. The answers are shown below.

She decided to help her mum fix the car **while** Dad vacuumed the muddy hallway.
The school play was a roaring success **although** the lead actors were poorly that day.
He wasn't friends with Ahmed anymore **because** he knocked him over and didn't say sorry.

Question 3 – This question involves recognising which **subordinating conjunctions** have been used and replacing them so that the meaning of both sentences changes too.

For sentence A, she could change 'before' to 'while'. This changes the sentence to mean that she will do her homework at the same time, rather than waiting for him to finish.

For sentence B, she could change 'if' to 'because'. This would change the sentence to someone providing a reason as to why they can go swimming rather than it being conditional. It suggests they're already there, whereas using 'if' suggests they haven't arrived yet.

Week 2 Monday

Using Conjunctions to Express Time (page 7)

Question 1 – This question involves reading the sentences and writing the most suitable time **conjunction** (see definition on page 4) to complete them correctly. It is important to know that each **conjunction** can only be used once, therefore, the sentences must make sense with the chosen **conjunction**.

- A. We will go to the park to play cricket after we have finished our homework.
- B. Izma ate her lunch at the table while her mum fed the baby.
- C. We always sing along to the radio when we go out in the car with our dad.

Question 2 – This question involves reading the sentence and choosing one of the conjunctions given to change the meaning of the sentence. The question aims to change the context in relation to the time rather than the subjects. The sentence must still make sense when the **subordinating conjunction** (see definition on page 8) is changed.

I played football with my friends in the park before I had my evening meal at home with my family.

Question 3 – This question involves looking at the images and writing a sentence with time **conjunctions**. Children can be as creative as they wish but must ensure the sentence includes two different time **conjunctions**.

Various answers, for example: Ethan has a bath, he gets dressed when he is dry before going to sleep in his bed.

Week 2 Tuesday

Apostrophes for Possession 2 (page 8)

Question 1 – In this question a sentence has been written with all **possessive apostrophes** missing. A **possessive apostrophe** is used to show something belongs to someone or something.

Singular nouns show possession using an apostrophe followed by an s, for example: the boy's football. Singular nouns which end in s follow the same rule, for example: the bus's wheel. Plural nouns which end in s show possession using an apostrophe after the s, for example: the girls' books.

Decide which words in the sentence need a **possessive apostrophe**. The correct answer is: **wizard's; enemy's**

Question 2 – This question shows three sentences which all include apostrophes. Choose the sentence which is using a **possessive apostrophe** (as described in question 1) correctly.

The correct answer is: **B**

Question 3 – This question shows sentences which have used apostrophes incorrectly and asks children to find and explain the mistakes.

The correct answer is: **In sentence A, Daniel has put the apostrophe between the e and s, rather than after the s. In sentence B, he added a possessive apostrophe to the noun 'streets' when it is plural, not possessive.**

Week 2 Wednesday

Using Conjunctions to Express Cause (page 9)

Question 1 – This question involves matching the **main** and **subordinate clause** (see definitions on page 4 and 8) with the most appropriate causal **conjunction**.

It was still early,	due to	we have missed the bus!
Our pitch is waterlogged	as	we were all ready for bed after our walk.
We are going to be late for school	yet	the amount of rain we have had.

Question 2 – This question involves reading and marking the sentence that uses the word 'so' as a causal conjunction.

The sentence: *My leg was hurting, so I went to the doctor,* is the sentence that uses the word 'so' as a causal conjunction, because it explains the cause of why the person went to the doctor.

Question 3 – This question involves reading the words and rearranging them to create two separate **clauses** (see page 4 for definition). A suitable causal **conjunction** must then be chosen to combine the two **clauses** together.

Various answers, for example: *We listened carefully, for he had news to share.*
We listened carefully because he had news to share.

Week 2 Thursday

Apostrophes for Contractions (page 10)

A **contraction** is a word that has been formed by joining two words together, replacing some letters with an apostrophe, for example 'you are' becomes 'you're'.

An **apostrophe** is a punctuation mark which is used to either show **contraction** (when a letter or letters have been missed out - for example, 'do not' becomes 'don't') or possession (when something belongs to somebody or some people - for example, Freda's puppy).

Question 1 – This question involves identifying the correct contraction of 'must not' which is **mustn't**.

Question 2 – This question involves matching the two words which make up the contracted words given. **They'll** is the contracted form of they and will, **we're** is the contracted form of we and are.

Question 3 – This question involves identifying the two words which make up the contracted words you've and won't. **You've** is made up of the words you and have, **won't** is made up of the words will and not.

Question 4 – This question asks for the letters which would be removed to be underlined if the words were contracted. **If the words were contracted it would become we'd**, so the letters 'woul' should be underlined as shown: we would.

Question 5 – This question asks for the sentence to be rewritten using full words instead of the contraction. The sentence written should be: **We should not play with the matches**.

Question 6 – This question has an incorrect contraction. The sentence needs rewriting with the correct contraction given. They'l is incorrect and should be they'll as it is the contracted form of 'they will'. The sentence should be: **If they go to the island, they'll find the treasure**.

Question 7 – This question involves explaining the mistake that Alys has made when contracting the words 'you' and 'had'. **Alys has positioned the apostrophe incorrectly. It should be placed where the removed letters were, making you'd**.

Week 2 Friday

Using Conjunctions to Express Time, Place and Cause (page 11)

Question 1 – This question involves reading the sentences in the table and identifying the **conjunction** (see definition on page 4) used. The table must then be completed by matching the type of **conjunction** to the sentence.

		Type of sentence
A.	In Winter, I take a pair of old wellies in the car with me wherever I am going.	place
B.	My alarm rings very loudly when it is time for me to get up in the morning.	time
C.	At the end of the school day, I always check my school bag in case I have forgotten my reading book.	cause

Question 2 – This question involves reading the sentences, choosing the most suitable **conjunction** and completing the sentences with the chosen **conjunction**. The remaining **clause** (see definition on page 4) can be as creative as possible, however it must support the existing clause.

Various answers, for example: A – On Thursday, Dad said he will take us wherever we want to go at the weekend; B – I really enjoy reading a good book while I am sat by a warm fire; C – Sadly, the football match was cancelled due to the pitch being waterlogged.

Question 3 – This question involves reading the sentence and determining if the statement is correct. Ritesh believes the **conjunction** used in the sentence is a time **conjunction**.

Ritesh is incorrect because the **conjunction** he has used is 'in case' and 'in case' is a causal **conjunction**.

Additional Resources

Guided Reading – Moving to Marchton (Part 1) (pages 12 - 13)

Children should read the extract 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 check using a dictionary/online search. The extract is part 1 of a short story.

The answers to the questions are as follows:

1. How did Sandy describe the view from his old bedroom? **Tall buildings and bright city lights.**
2. What do you think Sandy means by the phrase in the 'middle of nowhere'? **Far away from towns and cities where very few people live.**
3. What sorts of buildings was Sandy looking out for when he drove into Marchton? **Cinemas and shopping centres.**
4. How do you think you would feel if you had to move house or school?
Personal response; must be justified. Possible answer being: I would feel sad to be moving away from my friends and family because I would miss them.
5. Would you like to live in a countryside location like Marchton? Explain your answer.
Personal response; must be justified. Possible answer being: I would enjoy living in a countryside location because we could go for walks away from traffic and noise.

Additional Resources

Guided Reading – A Fire Ate the City (pages 14 -16)

Children should read the acrostic poem 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. How many people were left homeless by the fire?

80,000

2. What event is this poem about?

The Great Fire of London

3. What do the lines of this acrostic poem spell out?

The Great Fire of London ate up the city. The fire left only ruins and ash.

4. What does the word 'behold' mean? Use a dictionary to find out.

It means 'see, look or observe'.

5. 'Every house on Pudding Lane / Got closer and closer to the flames'. What is happening in these lines?

As the flames burn each new house, they get closer to the next one.

6. How far away could the smoke from the fire be seen?

50 miles

7. In your own words, explain what the people of London are trying to achieve by setting off the explosions.

They are trying to create gaps where there is nothing for the fire to burn. They hope that these gaps will starve the fire and put it out.

8. Do you like the fact that this is an acrostic poem, or would you prefer a different poetry form? Why?

This question requires a personal response, so an example answer has been provided. I like that this is an acrostic poem because it is as though the poem has a secret message! The writer has obviously thought carefully about the language they have chosen.

Additional Resources

Guided Reading – Tennis Time (pages 17 -19)

Children should read the newspaper article 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. How much does the London News cost?

£0.95

2. What are the main things written about in this article? Choose three things.

Any of the following (or similar): the players, the weather, the fans, the club.

3. What does it mean that Angelique Kerber might 'go a long way in the competition'?

It means she might get to the later rounds; she won't be knocked out early.

4. What does the fact that 'Centre Court' is capitalised tell you about the words?

That they describe a particular place; the words form a proper noun.

5. Why will Novak Djokovic want to make a 'new memory' at Wimbledon?

His most recent memory is a loss, which is not a nice memory to have, so he will want to replace it with good memories from winning Wimbledon.

6. What does the word 'halted' mean? Use a dictionary to find out.

Halted means stopped.

7. Why will there be 'a lot of pressure' on Angelique Kerber?

She is World Number 1 and her rival from last year is not playing, so she will be expected to do very well.

8. What do the italics in the final paragraph tell you about what is written?

That it is distinctive; not part of the main article (but related to it).

Additional Resources

Guided Reading – Mother Seacole: A Biography (pages 20 – 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 Mary called 'Mother Seacole?'

A nickname given to her by the soldiers because she was like a mother to them and cared for them.

2. Why do you think the biography is written in an order? Why is it structured in a specific way?

It progresses through someone's life so is in time order.

3. Who was Mary's husband? Where was he from?

Edwin Seacole, England.

4. Why has the author written this text?

To inform others about Mary's life.

5. When did Mary die?

1881

6. Are there any differences about travelling now compared to when Mary was alive?

Use different methods of transport. It is quicker to travel now than when Mary was alive.

7. What features of a biography are used in the text?

Title, picture of the person, facts, dates, chronological order.

8. Did you learn anything new from the text?

This question requires a personal response, so an example answer has been provided:

Before I read this biography, I didn't know that Britain went to war in 1854.

Home learning



HERO!

_____ This certificate of brilliance goes to _____

_____ for being **TOTALLY AWESOME** at _____

Signed _____

Date _____

