

# Summer Holiday Learning

## Year 3

The Year 3 teachers are looking forward to welcoming the children into life at Hook Junior School where our vision and values are '*Inspire, Learn and Achieve.*' This underpins our inspiring curriculum where we want children to become lifelong learners in a safe, supportive and caring environment. This term's learning will look at exploring our local area as well as looking at growth in Science, mainly focussing on plants. Our PSHE curriculum will establish what it means to have a growth mindset so that children can take on the challenges they are faced with and learn from any mistakes they make along the way.

To provide your child with the best start to Year 3, we have compiled some ideas of a range of work that all children should be able to complete by the time they enter Year 3. We would appreciate any time which could be spent on these activities. Alongside this, we have also listed some possible activities and visits that could support to enrich learning.

## Maths

### Written methods

Throughout Years 1 and 2, the children have been introduced and practised their number bonds. These are crucial to becoming fluent in different areas of maths, particularly mental addition and subtraction. In Year 3, the children will learn a range of mental methods, especially which ones are more efficient for certain calculations. The formal written methods for addition and subtraction will follow on after this. Children will then apply this knowledge to problem solving and money. As such, the summer holidays provide an opportunity to ensure your child is confident in their number bonds and the 2, 5 and 10 times tables before starting the new academic year. Videos of the formal written methods for addition and subtraction can be found on our school website: [Maths Concepts Explained \(hook-jun.hants.sch.uk\)](https://www.hook-jun.hants.sch.uk/Maths-Concepts-Explained) In addition to this, our mental methods are outlined in our calculation policy which can also be found on our school website: [Maths Calculation Policy \(hook-jun.hants.sch.uk\)](https://www.hook-jun.hants.sch.uk/Maths-Calculation-Policy)

### Times tables

Times tables knowledge underpins children's learning in maths (multiplication, division, fractions and measurement). The National Curriculum sets the expectation that these essential number facts (up to 12 x 12) are known by all children by the end of year 4 and we have found that children who enter year 3 without a secure knowledge of the 2, 5 and 10's, find it to be a significant barrier to their learning as they will then need to progress onto learning 3, 4, 6, and 9 times tables. As such, any regular support that you can give your child to help them in this respect is encouraged and greatly appreciated. There are lots of popular songs and games that can be found online:

[Times Tables Games for 5 to 7 year olds \(topmarks.co.uk\)](https://www.topmarks.co.uk/Times-Tables-Games-for-5-to-7-year-olds)

[Times Tables Games \(timestables.co.uk\)](https://www.timestables.co.uk)

[Times Tables Song - 2 times table](#)

[Times Table Song - 5 times table \(Number Rock\)](#)

## Telling the Time

By the end of Year 4, children should be able to read, write and convert time between analogue and digital 12- and 24-hour clocks. As we are surrounded by digital clocks nowadays, telling the time on an analogue clock can be a harder skill to master. In the holidays, why not get your child involved in creating timetables; telling the time using an analogue clock at regular intervals throughout the day and working out time differences ('How many minutes until lunch?' could be a favourite).

## Spelling

As children enter Year 3, they will learn to spell the words listed in the Year 3 and 4 list. They will look at rules and patterns from the Year 3 spelling list. It is crucial children are able to spell the first 200 high frequency words. These have been included to support with revision over the holidays. Spelling is an important aspect of the children's writing assessment; therefore, regular practise of these words is also highly encouraged. The children will also be tested on these words early in the autumn term in order to establish a baseline to work from.

**Top Ten ways to learn a spelling**

- 1 Break it into sounds eg CAT
- 2 Break it into syllables eg RE MEM BER
- 3 Break it into root words and affixes eg UN LIKE LY
- 4 Use a mnemonic eg NECESSARY (one collar two sleeves)
- 5 Use your knowledge of word roots eg MUSIC MUSICAL MUSICIAN
- 6 Use word families eg WOULD SHOULD COULD
- 7 See words within words eg a friend to the end a rat in separate SEPARATE
- 8 Use spelling rules eg CRY, CRIES
- 9 By sight - learn the shape of the word eg Help (Look, Cover, Remember, Write, Check)
- 10 By movement - get used to writing the word with your finger, a pen, in the air.. eg write

There are many ways to support your child to learn their spellings:

### Curriculum spellings

These words will be used within our units of work. Therefore, it would be beneficial to practise these in preparation.

location	country	map	United Kingdom	England	Scotland
Wales	Northern Ireland	Hook	environment	village	physical
human	plants	sunlight	warmth	pollination	leaves
growth	height	chlorophyll	photosynthesis	roots	germination

## Reading

Below is a recommended reading list for children entering Year 3, many of which can be found at the local library. There is also the Summer Reading Challenge taking place in libraries across Hampshire (Fleet and Basingstoke are our closest) which is free to be involved with. More information can be found by following this link: [Summer Reading Challenge 2022 – Gadgeteers! – Hampshire Libraries](#)



## **Recommended reading lists**

### *Fiction linked to autumn learning:*

- The Night Gardener by Terry Fan
- The Boy Who Grew Dragons by Andy Shepherd and Sara Ogilvie
- The Boy Who Grew a Forest by Sophia Gholz

### *Non-Fiction linked to autumn learning:*

- The Extraordinary Life of Michelle Obama by Sheila Kenani
- Captain Tom Moore, Little People, Big Dreams by Maria Isabel Sanchez Vegara
- British Wild Flowers by Victoria Munsen
- Killer Plants and Other Green Gunk by Anna Claybourne
- I Ate Sunshine for Breakfast by Michael Holland

### *Other recommended reading:*

- The Bad Guys by Aaron Blabey
- The Danger Gang by Tom Fletcher
- Atticus Claw series by Jennifer Gray
- Bear Grylls Adventures by Bear Grylls
- Pirate Pug series by Laura James
- The Invincible Tony Spears by Neal Layton
- Ask Oscar by Alan MacDonald
- Jumble Cat by Archie Kimpton

## **Useful websites**

<https://www.bbc.co.uk/bitesize/topics/zy66fg8>

<https://hook.gov.uk/>

## **Suggested trips/ visits**

- RHS gardens Wisley, Surrey
- Royal Botanic Gardens, Kew, London
- The National Trust, Geocaching
- Visiting a church and Mandir Hindu temple
- Explore the local area of Hook and go on a scavenger hunt
- A walk of Old Basing (local History study)
- Swimming (by the end of KS2 children should be able to swim 25m)

# High Frequency Words - Checklist

a	<input type="checkbox"/>	dad	<input type="checkbox"/>	if	<input type="checkbox"/>	not	<input type="checkbox"/>	them	<input type="checkbox"/>
about	<input type="checkbox"/>	day	<input type="checkbox"/>	I'm	<input type="checkbox"/>	now	<input type="checkbox"/>	then	<input type="checkbox"/>
all	<input type="checkbox"/>	do	<input type="checkbox"/>	in	<input type="checkbox"/>	of	<input type="checkbox"/>	there	<input type="checkbox"/>
an	<input type="checkbox"/>	don't	<input type="checkbox"/>	into	<input type="checkbox"/>	off	<input type="checkbox"/>	they	<input type="checkbox"/>
and	<input type="checkbox"/>	down	<input type="checkbox"/>	is	<input type="checkbox"/>	oh	<input type="checkbox"/>	this	<input type="checkbox"/>
are	<input type="checkbox"/>	for	<input type="checkbox"/>	it	<input type="checkbox"/>	old	<input type="checkbox"/>	time	<input type="checkbox"/>
as	<input type="checkbox"/>	from	<input type="checkbox"/>	it's	<input type="checkbox"/>	on	<input type="checkbox"/>	to	<input type="checkbox"/>
at	<input type="checkbox"/>	get	<input type="checkbox"/>	just	<input type="checkbox"/>	one	<input type="checkbox"/>	too	<input type="checkbox"/>
asked	<input type="checkbox"/>	go	<input type="checkbox"/>	like	<input type="checkbox"/>	out	<input type="checkbox"/>	up	<input type="checkbox"/>
back	<input type="checkbox"/>	got	<input type="checkbox"/>	little	<input type="checkbox"/>	people	<input type="checkbox"/>	very	<input type="checkbox"/>
be	<input type="checkbox"/>	had	<input type="checkbox"/>	look	<input type="checkbox"/>	put	<input type="checkbox"/>	was	<input type="checkbox"/>
big	<input type="checkbox"/>	have	<input type="checkbox"/>	looked	<input type="checkbox"/>	said	<input type="checkbox"/>	we	<input type="checkbox"/>
but	<input type="checkbox"/>	he	<input type="checkbox"/>	made	<input type="checkbox"/>	saw	<input type="checkbox"/>	went	<input type="checkbox"/>
by	<input type="checkbox"/>	help	<input type="checkbox"/>	make	<input type="checkbox"/>	see	<input type="checkbox"/>	were	<input type="checkbox"/>
called	<input type="checkbox"/>	her	<input type="checkbox"/>	me	<input type="checkbox"/>	she	<input type="checkbox"/>	what	<input type="checkbox"/>
came	<input type="checkbox"/>	here	<input type="checkbox"/>	Mr	<input type="checkbox"/>	so	<input type="checkbox"/>	when	<input type="checkbox"/>
can	<input type="checkbox"/>	him	<input type="checkbox"/>	Mrs	<input type="checkbox"/>	some	<input type="checkbox"/>	will	<input type="checkbox"/>
children	<input type="checkbox"/>	his	<input type="checkbox"/>	mum	<input type="checkbox"/>	that	<input type="checkbox"/>	with	<input type="checkbox"/>
come	<input type="checkbox"/>	house	<input type="checkbox"/>	my	<input type="checkbox"/>	the	<input type="checkbox"/>	you	<input type="checkbox"/>
could	<input type="checkbox"/>	I	<input type="checkbox"/>	no	<input type="checkbox"/>	their	<input type="checkbox"/>	your	<input type="checkbox"/>

## Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

All the year 3 teachers hope you and your families have a fantastic summer and we look forward to seeing you on Monday 5<sup>th</sup> September.