



Year Group: 3

Week beginning: 1st February 2021

Weekly Home Learning

Year 3 Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To infer how a character feels LI: To compose a diary entry in character	LI: To use the past and present tense correctly	LI: To punctuate speech accurately	LI: To retrieve information and to infer information from a text	LI: To consider different points of view
Key vocabulary and key questions	Key Vocabulary: sequence, logical, paragraphs, structure, infer Key Questions: How does the author show how Rhodopis is feeling throughout the story? What are the features of a diary entry? What does 'first-person' mean? What do we mean by 'show, don't tell'?	Key Vocabulary: conjugate, present tense, past tense, infinitive Key Questions: What are the different ways of turning the present tense into the past tense? What do we call verbs that do not follow any of these rules?	Key Vocabulary: inverted commas, dialogue, punctuation, direct speech Key Questions: Where do we put the inverted commas? What steps do I need to follow when writing direct speech?	Key Vocabulary: retrieve, infer, analyse, scan, skim Key Questions: What reading skills and strategies can we use to retrieve information from a text? What does it mean to infer or make inferences?	Key Vocabulary: compare, contrast, conjunction, balanced, evidence Key Questions: What does 'balanced' mean? What language can we use to compare and contrast?
Introduction	Go through the Google Slides for this lesson. Talk to an adult about the meaning of the words and/or look the words up in a dictionary. Can you put each word into an appropriate sentence? Children to orally summarise/recap the story of the Egyptian Cinderella. Re-read the text up to page 14 (when the falcon takes Rhodopis's slipper). Make a list of all the bad things that have happened to Rhodopis so far. Plot Rhodopis's feelings. Discuss how sometimes we have to infer things without being told directly by the author. Explore how the author sometimes shows us how Rhodopis is feeling by describing her actions.	Shirley Climo uses powerful verbs for effect. Go through the rules for changing present tense into past tense on the Google Slides for this lesson. Children will work their way through examples of different ways to make the past tense.	In this book, Shirley Climo uses a range of speech verbs instead of 'said'. Go through the Google Slides for this lesson. Children will discover how to punctuate direct speech as well as the different shades of meaning that can be expressed with verbs other than 'said'.	Go through the Google Slides for this lesson. What does it mean to 'retrieve'? What does it mean to 'infer'? Work through some example question types on the slides.	Go through the Google Slides for this lesson. On Monday, you made a list of the bad things that had happened to Rhodopis in the first half of the story. Now think about the good and bad things that happen to Rhodopis throughout the story. Think very carefully about the end of the story. Discuss with an adult – do you think that the ending of the story really was a happy one for Rhodopis? How would the story be different if Rhodopis refused to go with Pharaoh at the end?
Activities	Task is to write a diary entry from the point of view of Rhodopis up the part where the falcon takes one of her slippers. How can we 'show, not tell' how she is feeling?	Children to read a passage, identify and circle the verbs contained in it and then fill in a table with the present and past tense of the circled verbs. Next, children will fill in table, changing verbs from present to past tense and identifying what 'rule' they followed. Children then to put a list of verbs from the story into alphabetical order.	Children will complete sentences from the story with the correct speech verb. Then, children will add inverted commas into a passage from the book. After that, children will write their own passage that must include some correctly-punctuated dialogue.	Children to read a text carefully and to answer questions, using full sentences, where possible.	Children sort cards into for or against the ending of the story being a happy one for Rhodopis. Children then prepare a balanced argument to discuss how some of the 'positive' things that happen at the end of the story could also be seen as negative things for Rhodopis.

Year 3 Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	LI: To recognise the value of each coin and note	LI: To convert between pounds and pence	L.I. To add two amounts of money	LI: To use different methods to subtract money	LI: To use subtractions to find change
Key vocabulary and key questions	<p>Key Vocabulary: coin, value, penny, pence, pounds, represent, notes</p> <p>Key Questions: What is the value of the coin/note? What does p mean? Why do we have different values of coins and notes? What's the difference between £5 and 5p?</p>	<p>Key Vocabulary: coin, value, penny, pence, pounds, represent, notes</p> <p>Key Questions: How many pennies are there in £1? How can this fact help us to convert between pounds and pence? How could you convert 600p into pounds? How could you convert 620p into pounds?</p>	<p>Key Vocabulary: coin, value, penny, pence, pounds, represent, notes. part-whole model, bar model</p> <p>Key Questions: Can you group any of the coins to make a pound? Can you use estimation to support your calculation? Why is adding 99p the same as adding £1 and taking away 1p?</p>	<p>Key Vocabulary: coin, value, penny, pence, pounds, represent, notes</p> <p>Key Questions: Can we make 50p in a different way to make it easier to subtract 10p physically? Which number should I place on the number line first? Could I count backwards on the number line? Do we need to exchange any pounds for pence?</p>	<p>Key Vocabulary: coin, value, penny, pence, pounds, represent, notes, change</p> <p>Key Questions: What do we mean by 'change' in the context of money? Which method do you find most effective? How does the part-whole model help to solve the problem?</p>
Introduction	<p>Follow the link on Google Classroom and watch the video and/or go through PPT.</p> <p>Children need to know the value of each coin and note and understand what these values represent. They should understand that money can be represented in different ways but still have the same value. Children will need to be able to add coin values together to find the total amount.</p>	<p>Follow the link on Google Classroom and watch the video and/or go through PPT.</p> <p>Children convert between pounds and pence using the knowledge that £1 is 100 pence. They group 100 pennies into pounds when counting money. They apply their place value knowledge and use their number bonds to 100</p>	<p>Follow the link on Google Classroom and watch the video and/or go through PPT.</p> <p>Children add two amounts of money using pictorial representations to support them. They are encouraged to add the pounds first and then add the pence. Children then exchange the pence for pounds to complete their calculations.</p>	<p>Follow the link on Google Classroom and watch the video and/or go through PPT.</p> <p>Children use different methods to subtract money. They will see examples where they can physically remove the coins, and examples where they will need to use their knowledge of converting money to exchange £1 for 100 pence. Children also use number lines to count on or back to calculate the difference between two amounts.</p>	<p>Follow the link on Google Classroom and watch the video and/or go through PPT.</p> <p>Children use a number line and a part-whole model to subtract to find change. Where possible, children to practise giving change with real/toy money. Encourage role-play to give children a context of giving and receiving change.</p>
Activities	Complete the questions on Google Slides.	Complete the questions on Google Slides.	Complete the questions on Google Slides.	Complete the questions on Google Slides.	Complete the questions on Google Slides.

Don't forget to continue logging into Doodle Maths, Times Tables Rock Stars and Mathletics!



Reading	Science	Topic/Art/DT
<p><u>You should be reading daily for at least 20 minutes.</u></p> <p>Remember to record any reading that you do in your pupil planner to keep a record of all your hard work.</p> <p>Complete the tasks set for you on Bug Club and Doodle English.</p> <p>Read different text genres: biographies, classic novels, adventure stories, poetry, newspaper articles, cultural stories etc!</p> <p>Vocabulary: When you are reading, keep an eye out for words or phrases that you could use in your own fiction and non-fiction writing.</p>	<p>Uploaded on Monday</p> <p><u>LI: To investigate uses for magnets</u></p> <p>Key vocabulary: attract, repel, poles, magnetic forces</p> <p>Input: Go through the slides on Google Classroom. Start out by recapping vocabulary from last week (poles/attract/repel/magnetic forces). Based on their learning in last week's lesson, children to predict which pairs of magnets will attract and which will repel, then answers will be shown on the slides.</p> <p>Discuss: Which materials are magnetic? Are all metals magnetic?</p> <p>Task: Children will be researching different uses for magnets using a variety of sources. What different sources do you think we could use to find out some of the different ways magnets are used in everyday life? Children to share their ideas. *Some children to match pictures with descriptions. *Most children to choose how to record and present their findings, then to carry out independent research.</p>	<p>Art/DT – Uploaded on Tuesday</p> <p><u>LI: I can understand how evidence can give us different answers about the past.</u></p> <p>Input - Children will go through different sources to build a picture of events. Opportunities will exist to raise questions about where the sources come from and why they were created. Students will retell the key events of the Tutankhamun discovery story. Lastly, students will imagine that 'I am Howard Carter, and write a diary in the 1920s'.</p> <p>Task - The children complete the differentiated Egyptian Diary Activity Sheet. Can they put themselves in the place of archaeologist, Howard Carter, in the 1920s?</p>
RE	Spanish/Music	PE
<p>RE – uploaded on Thursday</p> <p><u>L.I. To explore the stories Jesus told (parables) Part 2</u></p> <p>Input: Children will go through the Google Slides and explore what a parable is and why Jesus told them. Why are they important to Christians today? The class will read/share a parable (e.g. The Prodigal Son or The Mustard Seed) and explore its meaning.</p>	<p>Spanish – uploaded on Wednesday</p> <p><u>L.I. To consolidate our knowledge of the verb 'poder'</u></p> <p>Lesson 4. This unit introduced you to the Spanish verb 'poder' (can/to be able to) in the form of 'puedo' (I can) and taught you how to use it with ten everyday activities. In this lesson we will consolidate everything we have learnt in lessons 1, 2 & 3 and will also do some fun listening and reading activities. Go through the Interactive lesson on languageangels.com to embed the verbs and their meaning. Task: Complete a</p>	<p>Mr Coleman and Alice have organised some lessons for you. Look out for these on Google Classroom. You can also continue to have your daily PE sessions with Joe Wicks.</p> <p>He has started new live PE sessions on his YouTube channel every Monday, Wednesday and Friday at 9:00 am. https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p> <p>He has also recorded some new videos which you can watch anytime. Here's the link to the first of a new set of videos.</p>



Alexandra
Primary School

Aspire, Perform, Succeed

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Weekly Home Learning

<p>Mini task – children to complete a gap fill exercise to embed the meaning and purpose of parables.</p> <p>Main task: Children will research and produce a story with a moral/message, from a different faith or culture and compare similarities and differences to the parables Jesus told.</p>	<p>reading exercise and a word translation exercise. You can choose the level you feel confident with.</p> <p>Music – uploaded on Wednesday</p> <p>L.I. To change the tune</p> <p>Today, children will compose and change the tune of the short music piece to describe King Kastchei’s frozen garden.</p> <p>Mini task - Children will listen to each section of the Orchestral performance of the Firebird and draw the relevant part of the Russian Firebird story.</p> <p>Main task - Children will compose and change the tune of the firebird, using body percussion or instruments they may have to hand. To reflect the different scenes in the story.</p>	<p>https://www.youtube.com/watch?v=I9sciRMnE1c&list=PLYCLOPd4VxBuPuwfVuS-OBtK_kZqjCX-b&index=12</p>
Computing		Wellbeing/PSHE
<p>We will recap what has been taught in the previous lessons.</p> <p>Task: Write script that will run when the sprite touches a particular colour.</p> <p>Write script that will run when one script touches another.</p>		<p>*Create some mindfulness colouring patterns of your own, for family members to use and colour in.</p>
		Wellbeing Wednesday
		<p>From Wednesday 3rd February and then every Wednesday, we will be dedicating one afternoon each week to Wellbeing activities that are to be completed off screen (once you have read the instructions!) You will find these activities on the school website and on Google Classroom.</p> <p>Please feel free to change the day to fit in with your family schedule and if appropriate, siblings can join in with each year groups activities.</p> <p>Please send outcomes to the year group email address to share your fabulous work with us.</p> <p>We hope you enjoy completing these activities. There are some Pobble activities too to accompany these if you wish to have a look at these too.</p>