



Year 3 Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To sequence a story in a logical order	LI: To retell a familiar story LI: To organise a text into paragraphs	LI: To make predictions based on evidence	LI: To scan a text to find information	LI: To make comparisons between two similar texts
Key vocabulary and key questions	Key Vocabulary: sequence, logical, paragraphs, adjectives, prepositions, structure Key Questions: What grammatical features have we been focusing on while studying this text? How can we link our paragraphs?	Key Vocabulary: adjectives, prepositions, paragraphs, punctuation, structure Key Questions: What grammatical features have we been focusing on while studying this text? How can we link our paragraphs? How can we create cohesion in our text?	Key Vocabulary: Retrieve, infer, analyse, scan, skim, illustrations, predict Key Questions: Based on the cover, what do you think this story is about? What do you predict will happen in this story, based on what you can see?	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: traditional tale, moral, similarity, difference, compare, comparative language Key Questions: What two stories are we comparing? What are the main points of the story? What elements of the stories will we compare? What language of comparison can we use?
Introduction	Open up the Google Doc for today's task. Go through all of the suggested ideas for retelling 'The Stone Trolls' with minor changes.	Open up the Google Doc for today's task. Read the suggested opening paragraph and go over your plan from yesterday.	Task 1: Before you read/listen to the story, look at a selection of given words from and relating to the story. Find out the meaning.	Re-read pages 1-4 of 'The Egyptian Cinderella'. Go through the Google Slides for this lesson.	Go through the Google Slides for this lesson.
Activities	Children use the box-it-up tool to organise the events of The Stone Trolls and identify the story structure. Most children use this to plan their own story based on The Stone Trolls. Some children will focus on retelling the story without changing the plot. Challenge: Include adverbials of time and reason to create cohesion between events.	Complete the task on Google Classroom. Use the model text and your plan to draft and edit your new troll story. Read your work through and check that it flows and makes sense. Remember to check the spelling and punctuation and illustrate your text with pictures or drawings. Option to create mini-booklet using one piece of paper.	Task 2: Watch the video where you will hear the story 'The Egyptian Cinderella' being read aloud. Children can alternatively read themselves by going through the PPT. Task 3: Think about questions given on Slides. You can either write your answers down or talk about them with someone in your household.	Reread pages 1-4 of 'The Egyptian Cinderella'. Once you have done this, complete the comprehension questions on a GoogleDoc - the Google Slides will include explanations about the task and discuss the questions you need to answer and how to answer them.	Complete the task on Google Classroom. You will fill in a table, comparing this version of Cinderella with the one we might be more familiar with. Challenge: Write a paragraph comparing the two texts, using language of comparison.

Year 3 Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	LI: To investigate problems involving scaling	LI: To work systematically to find all possible combinations	Mini Assessment – Multiplication & Division	LI: To identify coins and to revise counting in pence	LI: To identify notes and to revise counting in pounds
Key vocabulary and key questions	<p>Key Vocabulary: Scaling, twice as much, half as much, 3 times as much, 'times as many' etc</p> <p>Key Questions: What does this bar model represent? What is the value of the counters? How do you know? How will you work out? the total?</p>	<p>Key Vocabulary: Systematically, combination,</p> <p>Key Questions: How do you know you have found all of the ways? Would making a table help? Without listing, can you tell me how many possibilities there would be if...?</p>	<p>Key Vocabulary: Divide, multiply, exchange, inverse</p> <p>Key Questions: How can we check if our answer is correct?</p>	<p>Key Vocabulary: coin, value, penny, pence, pounds, represent, notes</p> <p>Key Questions: What is different about the coins you have counted? Is the group with the most coins always the biggest amount? What do you notice about the totals? Are silver coins always worth more than copper coins? How many different ways can you think of to count the coins? Which is the quickest way?</p>	<p>Key Vocabulary: coin, value, penny, pence, pounds, represent, notes</p> <p>Key Questions: Do the notes have a greater value than the coins? Which is the hardest to count? Which is the easiest? Why? What do you notice about the amounts? Does it matter which side the equals sign is? Can you find the total in a different way?</p>
Introduction	Follow the link on Google Classroom and watch the video and/or go through PPT.	Follow the link on Google Classroom and watch the video and/or go through PPT.	Complete the questions involving multiplication and division (covering the complete unit). Answer the questions on the slides.	Follow the link on Google Classroom and watch the video and/or go through PPT. *This lesson is a recap of Year 2 Autumn term Maths so children should be familiar.	Follow the link on Google Classroom and watch the video and/or go through PPT. *This lesson is a recap of Year 2 Autumn term Maths so children should be familiar.
Activities	Complete the questions about scaling on the Google Slides.	Complete the questions about 'how many ways' on the Google Slides.	Give yourself 30 minutes to complete the questions. Remember to read the questions carefully and attempt all the questions. Complete any working out on a piece of paper.	Complete the questions about identifying the value of coins and counting in pence on the Google Slides.	Complete the questions about identifying the value of pound notes and counting in pounds on the Google Slides.

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



Alexandra
Primary School

Aspire, Perform, Succeed

Year Group: 3

Week beginning: 25th January 2021

Weekly Home Learning

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 <u>L1: To explore how magnetic forces work</u></p> <p>Key vocabulary: attract, repel, poles Input: Go through the slides on Google Classroom. What forces are in action? How is the object being moved? What needs to touch in order for the object to move? Can you think of any forces that do not need contact to make things move? We will explore what happens when magnets are put together. Task: Children to draw diagrams/or complete worksheet, using arrows to show the attraction and repulsion between the poles of magnets. Extension: Can children name a range of types of magnets and show how the poles attract and repel?</p>	<p>Topic – Uploaded on Tuesday <u>L1: To understand and explain the ancient Egyptian ritual of mummification.</u></p> <p>Input - Go through slides on Google Classroom. I can make a 'mummy' using materials at home. I can order and retell the steps in the mummification process. I can imagine what an ancient Egyptian would like to tell a person of the future about his life.</p> <p>Task - How to Make a Mummy: Attach How To Make A Mummy Activity Sheet. Children attempt to order the mummification steps and turn in their work. Children can also write a message to place in their Canopic jars created previously.,</p>
RE	Spanish/Music	PE/Wellbeing
<p>RE – uploaded on Thursday <u>L1. To explore the stories Jesus told (parables)</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>Mini task – children to complete a gap fill exercise to embed the meaning and purpose of parables. Main task: Children will create their own story with a moral/message.</p>	<p>Spanish – uploaded on Wednesday <u>L1. To use 'poder' with a range of verbs</u> Lesson 3. In this lesson, we look at the verb 'poder' (can/to be able to) in the form of 'puedo' (I can). Children go through the Interactive lesson on languageangels.com to embed the verbs and their meaning. Task: Complete a word puzzle activity where you identify each individual verb and try to spot which one is missing.</p> <p>Music – uploaded on Wednesday <u>L1. To create a frozen soundscape</u> Today, children will compose a short music piece to describe King Kastchei's frozen garden. Recap/review of the story of the firebird and focus on the fact that the garden is frozen in stone. Children to generate ideas of 'cold' sounds and gestures (such as a shiver, rubbing hands together to keep warm, saying 'brrr!' etc.)</p> <p>Children to use any 'instruments'/equipment available to them – or body percussion - to make a cold, shivering or frozen sound. They write their composition down.</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 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. https://www.youtube.com/watch?v=I9sciRMnE1c&list=PlyCLOPd4VxBuPuwfVuS-OBtK_kZqJcX-b&index=12</p>