



Year 3 Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b>	<b>LI: To use the 5 Ws (+H) to create an interesting opening</b>	<b>LI: To practise speech punctuation</b>	<b>LI: To practise using simple past, present and future tense</b>	<b>LI: To use boxing up to plan a newspaper report</b>	<b>LI: To demonstrate my knowledge of newspaper features</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> 5Ws, introductory paragraph</p> <p><b>Key Questions:</b> -What are the '5Ws'? -Why do we use the '5Ws' in our opening sentence/paragraph when writing a newspaper report?</p>	<p><b>Key vocabulary:</b> direct speech, reported speech, inverted commas, quotes, eye witness</p> <p><b>Key Questions:</b> -Why do newspaper articles include quotes from people? -Why is it important to use inverted commas when quoting what someone has said?</p>	<p><b>Key Vocabulary:</b> simple past tense, simple present tense, simple future tense, regular, irregular</p> <p><b>Key Questions:</b> -What does a verb do in a sentence? -Why are verbs so important in a sentence?</p>	<p><b>Key Vocabulary:</b> structure, paragraphs, features,</p> <p><b>Key Questions:</b> -What must I include in my newspaper report? -What verb tenses will I use? -How can I link my ideas/paragraphs together?</p>	<p><b>Key Vocabulary:</b> Edit, evaluate, success criteria verb tense</p> <p><b>Key Questions:</b> -What elements MUST I include in my newspaper report? -Who is this newspaper report aimed at?</p>
<b>Introduction</b>	<p>Go through the Google Slides for this lesson.</p> <p>Today, you will explore the '5Ws' (and the 'H!'). The 5 W's are the questions that journalists ask when writing a newspaper report. What? Who? Why? Where? When? (Sometimes, How? Is also used!).</p>	<p>Go through the Google Slides for this lesson.</p> <p>In this lesson, you will revise speech punctuation and practise writing and punctuating your own speech sentences. We will think about why it is so important to use this punctuation accurately.</p>	<p>Go through Google Slides for this lesson.</p> <p>In this lesson, you will explore the features of simple past, present and future tense. You will practise using each tense in sentences.</p>	<p>Go through the Google Slides for this lesson.</p> <p>Today, you will use boxing up to plan a newspaper report based on the ending of 'The Egyptian Cinderella'. You will use your knowledge of the features of a newspaper report, direct speech, verb tenses etc. to put a report together.</p>	<p>Go through Google Slides for this lesson.</p> <p>By the end of today's lesson, you will have written a whole newspaper report. That's quite an achievement!</p>
<b>Activities</b>	<p>You will be given an opening sentence or paragraph of a newspaper report and asked to identify the 5 W's contained in the report. *You may then be asked to generate your own opening sentence(s) for a newspaper report.</p>	<p>You will be given some reported speech and asked to turn it into direct speech, using the correct punctuation.</p>	<p>First, you will be asked to identify the verb tense in various sentences. Then, you will change the verb tense in a sentence to change the meaning.</p>	<p>You will use boxing up to help you plan your newspaper report based on the events at the end of 'The Egyptian Cinderella'.</p>	<p>Today, you will use your plan from yesterday to write your newspaper report based on the events at the end of 'The Egyptian Cinderella'.</p>



Alexandra  
Primary School

Aspire, Perform, Succeed

Year Group: 3

Week beginning: 1<sup>st</sup> March 2021 2021

# Weekly Home Learning

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<b>Maths</b>	<b>LI: To compare measurements in m, cm and mm</b>	<b>LI: To add lengths given in different units of measurement</b>	<b>L.I. To use mental subtraction strategies to find the difference in length</b>	<b>LI: To explore the meaning of perimeter</b>	<b>L.I. To calculate the perimeter of simple 2-D shapes</b>
<b>Key vocabulary and key questions</b>	<p><u>Key Vocabulary:</u></p> <p>Centimetre (cm), metre (m), length, height, measure, partition, bar model, equivalent</p> <p><u>Key Questions:</u></p> <p>-What does ascending order mean? And descending? -Why does converting to the same unit of length make it easier to compare lengths?</p>	<p><u>Key Vocabulary:</u></p> <p>Centimetre (cm), metre (m), length, height, measure, partition, bar model, equivalent</p> <p><u>Key Questions:</u></p> <p>-How could we use estimation to help us? -Why does converting to the same unit of length make it easier to add?</p>	<p><u>Key Vocabulary:</u></p> <p>Centimetre (cm), metre (m), length, height, measure, partition, bar model, equivalent</p> <p><u>Key Questions:</u></p> <p>-What is the difference between the length of the two objects? -What is the most efficient way to subtract mixed units?</p>	<p><u>Key Vocabulary:</u></p> <p>Centimetre (cm), metre (m), length, height, measure, partition, equivalent, compare, longer, shorter</p> <p><u>Key Questions:</u></p> <p>-Which shape do you predict will have the longest perimeter? -Do you need to measure all the sides of a rectangle to find the perimeter?</p>	<p><u>Key Vocabulary:</u></p> <p>Centimetre (cm), metre (m), length, height, measure, partition, bar model, part whole model, equivalent</p> <p><u>Key Questions:</u></p> <p>-How can we calculate the perimeter of each shape? -Can we calculate the perimeter using a different method? -How can we work out the length of the missing side?</p>
<b>Introduction</b>	<p>Follow the link on Google Classroom and watch the teaching video (you can go through the PPT afterwards if you wish to review).</p> <p>Today, you will compare and order lengths based on measurements in mm, cm and m.</p>	<p>Follow the link on Google Classroom and watch the teaching video (you can go through the PPT afterwards if you wish to review).</p> <p>Today, you will be converting measurements to the same unit of length to allow you to add more efficiently.</p>	<p>Follow the link on Google Classroom and watch the teaching video (you can go through the PPT afterwards if you wish to review).</p> <p>Today, you will use take-away and find the difference to subtract lengths. You will consider which is the most efficient way of subtracting mentally.</p>	<p>Follow the link on Google Classroom and watch the teaching video (you can go through the PPT afterwards if you wish to review).</p> <p>You will explore what perimeter is and what it isn't. You will measure the perimeter of simple 2-D shapes.</p>	<p>Follow the link on Google Classroom and watch the teaching video (you can go through the PPT afterwards if you wish to review).</p> <p>You will use your understanding of the properties of shape to calculate the perimeter of simple 2-D shapes.</p>
<b>Activities</b>	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!***



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# Weekly Home Learning

Reading	Science	Topic	Art/DT
<p><b><u>You should be reading daily for at least 20 minutes.</u></b></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><b>Uploaded on Monday 1<sup>st</sup> March</b></p> <p><b><u>L1: To investigate the way in which water is transported within plants.</u></b></p> <p><b>Input:</b> Name and describe the main parts of flowering plants and their functions. The leaves and flowers of a plant need water to grow and perform their functions. Where do they get their water from? Show slides explaining in greater detail the function of the roots and stem in transporting water within plants.</p> <p><b>Task</b> - Children are to complete the worksheet by following the instructions, drawing and labelling a diagram and making a prediction. They are then to set up their experiment as planned.</p>	<p><b>Uploaded on Tuesday 2<sup>nd</sup> March</b></p> <p><b><u>L1: I can use a key on a map to show how land is used.</u></b></p> <p><b>Input</b> - What Does a Key Do? Show children the image of an old key. What does this kind of key do? (It unlocks things.) How might that link to our work on maps? (It helps us to unlock more of the meaning of the map.) Using the Lesson Presentation, show children a map of a shopping centre</p> <p><b>Task</b> - Using the Map Symbols Activity Sheet, children add symbols and a key to a simple sketch map of the school.</p>	<p><b>Uploaded on Friday 5<sup>th</sup> March</b></p> <p><b><u>L.I. To explore art through nature</u></b></p> <p><b>Input</b> - Children follow slides showing the different kinds of art that has been produced through nature. Children to collect different leaves, twigs, etc. for them to draw.</p> <p><b>Task</b> - Children are to use the items that they have collected outdoors and create a picture with them. e.g. a picture of a house made with sticks.</p>



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# Weekly Home Learning

RE	Spanish	PE	Wellbeing Wednesday
<p><b>Uploaded on Thursday 4<sup>th</sup> March</b></p> <p><b><u>L.I. To know about Palm Sunday and its importance to Christians</u></b> In today's session, the children will learn all about Palm Sunday and what it means to Christians. They will also learn what the palm leaves mean/represent. <b>Input:</b> Children will go through the Google Slides and explore all about Palm Sunday and how it came about. <b>Main task:</b> The children are to complete the 'Palm Sunday' crossword.</p>	<p><b>Uploaded on Friday 5<sup>th</sup> March</b></p> <p><b><u>L.I. To consolidate our knowledge of the verb 'poder'</u></b> Lesson 5. 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 revise everything we have learnt in this unit and will focus on fun writing activities using some worksheets. Go through the Interactive lesson on languageangels.com to embed the verbs and their meaning. <b>Task:</b> Complete a reading exercise and a word translation exercise. You can choose the level you feel confident with.</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. He has started new live PE sessions on his YouTube channel every <b>Monday, Wednesday and Friday at 9:00 am.</b> <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</a>. 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. <a href="https://www.youtube.com/watch?v=i9sciRMnE1c&amp;list=PLyCLOPd4VxBuPuwfVuS-OBtK_kZqJcX-b&amp;index=12">https://www.youtube.com/watch?v=i9sciRMnE1c&amp;list=PLyCLOPd4VxBuPuwfVuS-OBtK_kZqJcX-b&amp;index=12</a></p>	<p>Complete the fourth activity on the Wellbeing Wednesday sheet. This is in both your wellbeing folder and your Wednesday lessons folder 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 group's activities.</p>
	<b>Music</b>	<b>Computing</b>	
	<p><b>Uploaded on Wednesday 3<sup>rd</sup> March</b></p> <p><b><u>L.I. To use pulse and rhythm to tap in time to a beat</u></b> Today, children will learn about pulse and rhythm. They will then use body percussion to tap out a beat to the music mambo <b>Mini task</b> - Children will listen to each section of the Orchestral performance of the Mambo and listen to the different pulses and beats. <b>Main task</b> - Children will compose a body percussion in time to the music.</p>	<p><b>Uploaded on Tuesday 2<sup>nd</sup> March</b></p> <p><b><u>LI: Change the background and add a sprite with multiple costumes.</u></b> <b>Task:</b> Watch the video then go through questions on slide 9 to recap what they have learnt in the video. They then need to work through the task on slide 10 to add the code to make their sprite change costume every ¼ second. They add a second block of script to make the character change to a third costume when the space bar is pressed.</p>	