



Year 3 Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b>	<b>LI: To retrieve information from a text</b>	<b>LI: To identify the features of a newspaper report</b>	<b>LI: To distinguish between opinion and fact</b>	<b>LI: To use different language effects to create interesting headlines</b>	<b>LI: To use the 5 Ws (+H) to create an interesting opening</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> skim, scan, newspaper, recount, facts</p> <p><b>Key Questions:</b> -What does it mean to 'retrieve' information from a text? -How do you know this is a newspaper report?</p>	<p><b>Key vocabulary:</b> caption, headline, by line, column, paragraph, quote, direct speech</p> <p><b>Key Questions:</b> -What are the main features of a newspaper report? -What is the purpose of a newspaper report?</p>	<p><b>Key Vocabulary:</b> opinion, fact, factual, biased, viewpoint, quote</p> <p><b>Key Questions:</b> -What is an opinion? -What is a fact?</p>	<p><b>Key Vocabulary:</b> headline, alliteration, play on words, pun, snappy, informative</p> <p><b>Key Questions:</b> -What is the purpose of a headline? -What language effects can we use when creating a headline?</p>	<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>
<b>Introduction</b>	<p>Go through the Google Slides for this lesson.</p> <p><u>Can you:</u></p> <ul style="list-style-type: none"> <li>•Find the facts?</li> <li>•Interpret the information?</li> <li>•Work out why the journalist wrote and presented the story in the way that they did?</li> </ul>	<p>Go through the Google Slides for this lesson.</p> <p>Today, you will explore what features we find in most newspaper articles. What is the purpose of a newspaper report? What is the function of each feature? Where have you seen some of these features before?</p>	<p>Go through Google Slides for this lesson.</p> <p>Today, you will consider what is the difference between fact and opinion. Which is most often used in a newspaper report? Facts can be proven to be true, whereas opinions are based on someone's beliefs or preferences. Opinions are changeable and cannot be proven.</p>	<p>Go through the Google Slides for this lesson.</p> <p>Today, you will explore some strategies we could use to create short, snappy, entertaining and informative headlines.</p> <p>You will look at examples of alliteration, word play, puns, rhyming etc, which are often used to create headlines.</p>	<p>Go through Google Slides for this lesson.</p> <p>Today, you will explore the '5Ws' (and the 'H!'). The 5 Ws are the questions that journalists ask when writing a newspaper report. What? Who? Why? Where? When? (Sometimes, How? Is also used!).</p>
<b>Activities</b>	<p>Read the newspaper article with the headline 'Cattle invade town'. Answer the 10 questions fully. Avoid using one-word answers where possible!</p>	<p>You will be given a newspaper report and will label each feature (or match the label to the newspaper feature).</p>	<p>You will decide if given statements are fact or opinion. After that, you will be writing your own fact or opinion statements about given topics.</p>	<p>You will be given a sentence or two about something that has happened and you will have to create a short headline based on that. Can you use alliteration? What about a pun (play on words)?</p>	<p>You will be given an opening sentence or paragraph of a newspaper report and asked to identify the 5 Ws contained in the report. *You may then be asked to generate your own opening sentence(s) for a newspaper report.</p>



Alexandra  
Primary School

Aspire, Perform, Succeed

Year Group: 3

Week beginning: 22<sup>nd</sup> February 2021

# Weekly Home Learning

Year 3 Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b>	<b>LI: To recognise equivalent lengths (m and cm)</b>	<b>LI: To recognise equivalent lengths (cm and mm)</b>	<b>L.I. To estimate and measure length in metres and centimetres</b>	<b>LI: To estimate and measure length in centimetres and millimetres</b>	<b>L.I. To compare measurements using the same units of length</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> Centimetre (cm), metre (m), length, height, measure, partition, bar model, part whole model, equivalent</p> <p><b>Key Questions:</b></p> <p>-If there are 100 cm in 1 metre, how many centimetres are in 2 metres?</p> <p>-If I know this, what else do I know?</p>	<p><b>Key Vocabulary:</b> Centimetre (cm), metre (m), length, height, measure, partition, bar model, part whole model, equivalent</p> <p><b>Key Questions:</b></p> <p>-What items might we measure using millimetres rather than centimetres?</p> <p>-If there are 10 mm in 1 cm, how many mm would there be in 2 cm?</p>	<p><b>Key Vocabulary:</b> Centimetre (cm), metre (m), length, height, measure, partition, bar model, part whole model, equivalent</p> <p><b>Key Questions:</b></p> <p>-What do we have to remember when using a ruler to measure?</p> <p>-When would it be appropriate to use metres instead of centimetres?</p> <p>-What equipment would you use to measure longer objects/distances?</p>	<p><b>Key Vocabulary:</b> Centimetre (cm), metre (m), length, height, measure, partition, bar model, part whole model, equivalent</p> <p><b>Key Questions:</b></p> <p>-What would be the best equipment to measure with? (e.g. tape measure, ruler, metre stick)</p> <p>-What do we have to remember when using a ruler to measure?</p>	<p><b>Key Vocabulary:</b> Centimetre (cm), metre (m), length, height, measure, partition, bar model, part whole model, equivalent</p> <p><b>Key Questions:</b></p> <p>-Which is longer: 10 centimetres or 10 metres?</p> <p>-Which symbols can we use to compare lengths?</p> <p>-What is the difference between using taller than and longer than?</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 be learning to recognise that 100 cm is equivalent to 1 metre. You will then use this knowledge to convert other multiples of 100 cm into metres and vice versa.</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 introduced to millimetres. You will see that 10 mm is equivalent to 1 cm. You will then use this knowledge to convert other multiples of 10 mm into centimetres and vice versa.</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 explore measuring larger objects using metres. You will think about whether it is better to measure items in centimetres or metres and discuss the reasons why. <b>**This is a recap of material covered in Year 2!**</b></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 build on your understanding of metres, centimetres and millimetres. Where possible you will use measuring equipment available to you at home to measure different objects.</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 comparing lengths of objects using comparison language and symbols. You will use language such as longer than, shorter than, taller than, longest, shortest and tallest. <b>**This is a recap of material covered in Year 2!**</b></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!**

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</b></p> <p><b><u>L1: To identify and describe the functions of the roots of flowering plants</u></b></p> <p><b>Input:</b> Go through the slides on Google Classroom with a picture of a flowering plant. Can children name any of the parts of this plant? Do children know what any of the parts do? Children to discuss and share their ideas. Show the labelled plant on the next slide.</p> <p><b>Task:</b> Children to follow the instructions on the Growing Beans worksheet and complete Worksheet 1A/C according to differentiated level. Over the next week or so, they are to record the number of root shoots that appear using the table provided via Google Slides (or to create their own).</p>	<p><b>Uploaded on Tuesday</b></p> <p><b><u>L1: To use simple sketch maps that show how land is used.</u></b></p> <p><b>Input</b> - Show children a sketch map of an area that is unfamiliar to them. Explain that the person who drew this map (Ada) did so quickly, to show someone else the key features of the area and to help them find a particular place. Use Google Maps to show children the area around the school. Switch between street view, aerial view and map view to show the different features visible on each</p> <p><b>Task</b> - Using the Sketch Map Activity Sheet, children draw a simple sketch map of a short familiar journey, for example, the journey to school.</p>	<p><b>Uploaded on Friday</b></p> <p><b><u>L.I. To observe and draw art through nature and patterns.</u></b></p> <p><b>Input</b> - Children to follow slides showing the different kinds of artists / pictures that have been created by using nature and patterns. What patterns are all around us? How are they formed?</p> <p><b>Task</b> - Children are to take an object that is all around them, such as, a flower, sea shell, leaf etc, and draw the patterns that they see. Children will use colouring materials to add contrast to their artwork.</p>



RE	Spanish/Music	PE	Wellbeing Wednesday
<p><b>RE – uploaded on Thursday</b> <b><u>L.I. To know about the festival of Lent and its traditions and symbols</u></b> In today’s session, the children will learn about the origins and traditions of the festival of Lent and when it is observed by Christians. <b>Input:</b> Children will go through the Google Slides and explore the meaning of Lent. Focusing on how Christians honour this religious period and what symbols are associated with it, such as palm crosses and the colour purple.</p> <p><b>Mini task:</b> Children are to complete the ‘If I had to give up one thing. What would it be?’ worksheet. Stating what they would give up for Lent and the reasons why? <b>Main task:</b> Children will design an information poster all about Lent and how/why it is observed by Christians.</p>	<p><b>Spanish – uploaded on Friday</b> <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.</p> <p>You can also find PE sessions with Joe Wicks here: <a href="https://www.youtube.com/c/TheBodyCoachTV/videos">https://www.youtube.com/c/TheBodyCoachTV/videos</a></p>	<p>As you know, every Wednesday, we will be dedicating the afternoon to Wellbeing activities that are to be completed off screen (once you have read the instructions!).</p> <p>Complete the third activity on the Wellbeing Wednesday sheet. This is in both your wellbeing folder and your Wednesday lessons folder on Google Classroom.</p> <p>Task 1: Animal Drawing</p> <p>Task 2: Design an outfit for the Egyptian Cinderella</p>
	<p><b>Music</b></p> <p><b>Uploaded on Friday</b> <b><u>L.I. To listen and reflect on a piece of orchestral music</u></b> Today, children will be introduced to a fantastic piece of music by the composer Leonard Bernstein. The piece of music they will be exploring is called ‘Mambo’ from a well-known musical called West Side Story. <b>Mini task</b> - Children to follow google slides and listen / watch the orchestral performance on ‘BBC - Ten Pieces’. They will familiarise themselves with the story of Romeo and Juliet. <b>Main task</b> - The children are to listen to the music again and draw the section of the story it might be describing.</p>	<p><b>Computing</b></p> <p><b>Uploaded on Tuesday</b> <b><u>LI: Use script to control a sprite</u></b> <b>Task:</b> Explain the difference between the forever loop and a repeat loop (the repeat loop runs for a set number of times before it stops but the forever loop will keep going until you tell it to stop). They follow the instructions on slide 8. Show the script on slide 9 and ask them what they think it will do before they try them out (a hexagon and a circle).  Extension Activity: Ask them to draw other shapes i.e. a star.</p>	