**Timetable for Year 3 remote learning**

Please find below the timetable for your child to complete during school time whilst they are not in school. Your child can work through the lessons set each day, and just follow the link which will take you straight to the teaching/learning for that lesson. They can record their work on the worksheets which have been sent home where appropriate or in their exercise books.

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| **20th Jan** | **Subject** | **Activity** |
| **Spellings** | **10 minutes ‘Look, Cover, Write, Check’ for the following words:**  Adding suffixes beginning with a vowel (er/ed/en/ing)  forgetting  forgotten  beginning  beginner  preferred  preferring |
| **TTRS** | **10 minutes TTRS practice**  Please contact via Edmodo if you can’t remember your username  <https://ttrockstars.com/> |
| **English** | **Mary Anning by Kay Barnham:**  **Aim:** To introduce the context and genre of a text  For the first part of your lesson, you will need to engage with the video. You won’t need your pencil and book until you see the ‘**In your book’** subheading below.  **Introduction:**   * Analyse the front cover * Suggest which genre the book is along with the subject of the text. * Focus on the key features of non-fiction texts.   **Find the purpose of:**   * The contents page * The index page * Glossary * Timeline   **Consider what questions you might have about Mary Anning.**  **In your book:**   * Make some notes on Mary Anning and keep these for your next lesson. * Create a mind-map of all the features of the Mary Anning text.   [**https://classroom.thenational.academy/lessons/to-introduce-the-context-and-genre-of-a-text-68uk4e**](https://classroom.thenational.academy/lessons/to-introduce-the-context-and-genre-of-a-text-68uk4e)  **Creative Writing**  Look at the picture on <https://www.pobble365.com/>.  Answer the questions and use this to inspire a piece of descriptive writing about the picture. |
| **Reading** | **Comprehension**  The Gunpowder Plot  Read the text and answer the questions |
| **Maths** | **Lesson 1**  **Divide 2-digits by 1-digit**  Watch the video  <https://vimeo.com/489844871>  Then, complete the worksheet  <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y3-Spring-Block-1-D5-Divide-2-digits-by-1-digit-1-2019.pdf>  Link to answers:  <https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y3-Spring-Block-1-ANS5-Divide-2-digits-by-1-digit-1-2019.pdf> |
| **Mental maths** | **Adding 90 to a number can be done by firstly adding 100. Then, subtract 10 because 100 – 10 = 90**  **For example, 265 + 90 = (265 + 100 = 365. 365 – 10 =) 355**  **In your exercise books use the same method to work out**   1. **184 + 90 =** 2. **333 + 90 =** 3. **487 + 90 =** 4. **526 + 90 =** 5. **439 + 90 =** 6. **643 + 90 =** 7. **60 + 90 =** 8. **213 + 90 =** 9. **807 + 90 =** 10. **971 + 90 =** |
| **Computing** | **Spreadsheets**  Logon to Purple Mash  Click on the tools image on your home screen.    Under ‘Maths and Data Handling,’ open 2Calculate.    When you open this program, this screen should appear.    Where it says Key Stage 1, click the drop menu and choose Lower Key Stage 2.  From this menu, click the video of lesson 2: Even numbers.    From here the video will guide you through the lesson.  You can also click on the help sheet below to help you.  <https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year2_unit_2_3_prompt_sheet/2Calculate%20Prompts.pdf>    Don’t forget to save your work! |
| **PE** | **Keeping physically active is important, to support your child with their daily activity they can choose to do an online video lesson or choose to do some other type of activity to help them to keep fit and healthy.  We have provided a couple of suggestions below:**  PE with Joe: <https://www.youtube.com/watch?v=rAX6Q236CwI>    <https://peplanning.org.uk/downloads/pe-at-home/>  This can be accessed, and the children can pick activities they would like to do. There are indoor and outdoor depending on the weather and space available. |
|  | **Art** | You will need plain paper for this lesson.  Click on the link for Rob’s video.  Follow Rob’s instructions to create a similar drawing.  <https://www.youtube.com/watch?v=dYE9voaB0IY> |
|  | **Poetry** | Click on the link to listen the poem.    <https://childrens.poetryarchive.org/poem/please-do-not-feed-the-animals/>    **Activity:**  Listen to the poem and draw a picture of one of the animals eating something they shouldn’t be. |

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| **21st Jan** | **Subject** | **Activity** |
| **Spellings** | **Practise the words from yesterday and use them in sentence. Record the sentences in your book.**  **10 minutes ‘Look, Cover, Write, Check’ for the following words:**  Adding suffixes beginning with a vowel (er/ed/en/ing)  forgetting  forgotten  beginning  beginner  preferred  preferring |
| **TTRS** | **10 minutes TTRS practice**  <https://ttrockstars.com/> |
| **English** | **Mary Anning by Kay Barnham**  **You will need your notes from last lesson.**  **Aim:** To answer retrieval questions.  For the first part of your lesson, you will need to engage with the video. You won’t need your pencil and book until you see the ‘**For your book’** subheading below.  **Introduction:**   * Can you remember which genre the book is? * What was Mary Anning’s job? * Where did Mary Anning hunt for fossils?   **Retrieval skills:**   * Read the question and identify key words. * Scan the text * Read the sentence * Copy the answer   **In your book, write the answers to these questions (you may know the answers from last lesson):**  **Pause the video to write down your answer.**   * Where was Mary Anning from? * When was Mary Anning born? * Where did Mary Anning find her fossils? * What did Mary Anning do with her fossils? * Why was the nineteenth century not a good time for women to study palaeontology? * What job did Mary’s father have? * How did Mary learn how to find fossils? * Who did the Anning's sell their fossils to?   <https://classroom.thenational.academy/lessons/to-answer-retrieval-questions-6gv32c>  **Creative Writing**  Look at the picture on <https://www.pobble365.com/>.  Answer the questions and use this to inspire a piece of descriptive writing about the picture. |
| **Reading** | **Comprehension**  Armed Forces Day  Read the text and answer the questions |
| **Maths** | **Lesson 2 -**  Divide 2-digits by 1-digit  Watch the video  <https://vimeo.com/489845622>  Then, complete the worksheet  <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y3-Spring-Block-1-D6-Divide-2-digits-by-1-digit-2-2019.pdf>  Link to answers:  <https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y3-Spring-Block-1-ANS6-Divide-2-digits-by-1-digit-2-2019.pdf> |
| **Mental maths** | **Subtracting 90 from a number can be done by firstly subtracting 100. Then, add 10.**  **For example, 265 - 90 = (265 - 100 = 165. 165 + 10 =) 175**  **In your exercise books use the same method to work out**   1. **554 – 90 =** 2. **368 – 90 =** 3. **179 – 90 =** 4. **326 – 90 =** 5. **712 – 90 =** 6. **295 – 90 =** 7. **483 – 90 =** 8. **126 – 90 =** 9. **1,045 – 90 =** 10. **1,158 – 90 =** |
| **History** | **Prehistoric Britain**  **Aim:** What can artefacts from the Stone Age tell us about how people lived during the different periods?  **Introduction:**  -Take a look at your notes from previous lessons.  -Complete the introductory quiz to check your knowledge on this topic.  **In your book:**  *Watch the video to complete the following sentences:*  -Archaeologists are people who \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ objects made by people from the past.  -These objects are called \_\_\_\_\_\_\_\_  -They can help give us \_\_\_\_\_\_ about how people lived.  -Make a list of all the different things humans could make using the materials available to them: bones, plants, clay, wood, wool/fur, leather – think about what would have been useful to a person living in that time.  <https://classroom.thenational.academy/lessons/what-can-artefacts-from-the-stone-age-tell-us-about-how-people-lived-during-the-different-periods-6wtk8c?from_query=prehistoric> |
| **PE** | **Keeping physically active is important, to support your child with their daily activity they can choose to do an online video lesson or choose to do some other type of activity to help them to keep fit and healthy.  We have provided a couple of suggestions below:**  Dance with Oti: <https://www.youtube.com/watch?v=y0RGGDusyKI&list=PLuwFE3Wyin9cSVFJ_Sjep0Pq6K1-e7sET&index=1>    <https://peplanning.org.uk/downloads/pe-at-home/>  This can be accessed, and the children can pick activities they would like to do. There are indoor and outdoor depending on the weather and space available. |
|  | **Art** | You will need plain paper for this lesson.  Click on the link for Rob’s video.  Follow Rob’s instructions to create a similar drawing.  <https://www.youtube.com/watch?v=hQR_HkQEUkI> |
|  | **Poetry** | Click on the link to listen to the poem.    <https://childrens.poetryarchive.org/poem/please-do-not-feed-the-animals/>    **Activity:**  Listen to the poem, pause it after each line and say the poem. |

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| **22nd Jan** | **Subject** | **Activity** |
| **Spellings** | **10 minutes ‘Look, Cover, Write, Check’ for the following 4 words:**  Adding suffixes beginning with a vowel (er/ed/en/ing)  occurred  occurring  forbidden  committed |
| **TTRS** | **10 minutes TTRS practice**  <https://ttrockstars.com/> |
| **English** | **Mary Anning by Kay Barnham**  **Aim:** To answer language questions  For the first part of your lesson, you will need to engage with the video. You won’t need your pencil and book until you see the ‘**For your book’** subheading below.  **Introduction:**  **True or False**   * Mary Anning lived in the 20th century. * Mary Anning sold her fossils to tourists. * Mary Anning learnt to find fossils in school.   **Analyse language:**  Palaeontologist  Fossil  Geological society  **In your book (pause the video to write your answer):**   * What does the word *curious* tell us about how people feel about fossils? * Why does the author use the title ‘Beside the seaside’? * What does the word *peppered* suggest about the fossils?   <https://classroom.thenational.academy/lessons/to-answer-language-questions-part-1-6hhkec>  **Creative Writing**  Look at the picture on <https://www.pobble365.com/>.  Answer the questions and use this to inspire a piece of descriptive writing about the picture. |
| **Reading** | **Comprehension**  FA Cup Final  Read the text and answer the questions |
| **Maths** | **Lesson 3**  **Divide 100 into 2, 4, 5 and 10 equal parts.**  Watch the video  <https://vimeo.com/489848691>  No worksheet required for this lesson. |
| **Mental maths** | **Use your number bonds to 10 to find what must be added to any multiple of 100 to make 1000**  For example, 300 + \_\_\_\_\_ = 1,000   1. 500 + \_\_\_\_\_\_\_ = 1,000 2. 800 + \_\_\_\_\_\_\_ = 1,000 3. 100 + \_\_\_\_\_\_\_ = 1,000 4. 600 + \_\_\_\_\_\_\_ = 1,000 5. 900 + \_\_\_\_\_\_\_ = 1,000 6. 300 + \_\_\_\_\_\_\_ = 1,000 7. 700 + \_\_\_\_\_\_\_ = 1,000 8. 400 + \_\_\_\_\_\_\_ = 1,000 9. 200 + \_\_\_\_\_\_\_ = 1,000 10. 500 + \_\_\_\_\_\_\_ = 1,000 |
| **Science** | **Different Rock Formations**  For this lesson you will need your purple mash log in.  As a recap, click the links to watch the videos on different rock formations.  **Igneous**  <http://www.bbc.co.uk/education/clips/zdchyrd>  **Sedimentary**  <http://www.bbc.co.uk/education/clips/zmwvcdm>  **Metamorphic**  <http://www.bbc.co.uk/education/clips/znx4wmn>  Then, complete the rock formation quiz on purple mash.  <https://www.purplemash.com/#app/quiz/science_rocks_quiz>  Once you have completed the quiz, click the link below to create an online poster of the different rock formations.  <https://www.purplemash.com/#app/pup/Types_of_Rock>  You can add pictures to your posters by clicking the green cross in the corner of the picture boxes.  Use the ‘Think about’ box to prompt your writing.  If you are struggling to remember key facts, click the blue and white question mark box in between the hat and magnifying glass below. Then click on the blue ‘i’ at the bottom of the pop-up box.    Don’t forget to save your work into your class folder so we can see it. |
| **PE** | **Keeping physically active is important, to support your child with their daily activity they can choose to do an online video lesson or choose to do some other type of activity to help them to keep fit and healthy.  We have provided a couple of suggestions below:**  PE with Joe: <https://www.youtube.com/watch?v=Y2AkYD10d7Q>    <https://peplanning.org.uk/downloads/pe-at-home/>  This can be accessed, and the children can pick activities they would like to do. There are indoor and outdoor depending on the weather and space available. |
|  | **Art** | You will need plain paper for this lesson.  Click on the link for Rob’s video.  Follow Rob’s instructions to create a similar drawing.  <https://www.youtube.com/watch?v=GfbpU9Y6ltA> |
|  | **Poetry** | Click on the link to listen to the poem.    <https://childrens.poetryarchive.org/poem/please-do-not-feed-the-animals/>    **Activity:**  Listen to the poem and write down what food you would feed to your favourite animal. |

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| **25th Jan** | **Subject** | **Activity** |
| **Spellings** | **Practise the words from yesterday and use them in sentence. Record the sentences in your book.**  Adding suffixes beginning with a vowel (er/ed/en/ing)  occurred  occurring  forbidden  committed |
| **TTRS** | **10 minutes TTRS practice**  <https://ttrockstars.com/> |
| **English** | **Mulan by Michaela Morgan**  **Aim:** To engage with a text  For the first part of your lesson, you will need to engage with the video. You won’t need your pencil and book until you see the ‘**In** **your book’** subheading below.  **Introduction – questions to think about:**  **-**What do you think this tale will be about?  -What can you tell about the character?  -Where do you think the story is set?  -When do you think this story is set?  **In your book:**  -Pause the video and create a mind-map, listing the features of ‘traditional tales’. When finished, continue the video and add in the features listed by Miss Johnson.  -Pause the video and write a prediction about what might happen in this tale. ‘I predict the story will be about...’ ‘I think this because...’  **Listen to the story and answer each question in your book:**  **-**What’s significant about the poster? What might be the problem for Mulan’s family?  -What do you think will happen to Mulan’s family?  <https://classroom.thenational.academy/lessons/to-engage-with-a-text-cnh62c>  **Creative Writing**  Look at the picture on <https://www.pobble365.com/>.  Answer the questions and use this to inspire a piece of descriptive writing about the picture. |
| **Reading** | **Comprehension**  Oliver Twist  Read the text and answer the questions |
| **Maths** | **Lesson 4**  **Divide with remainders**  Watch the video  <https://vimeo.com/492449125>  No worksheet required. |
| **Mental maths** | **Doubles of multiples of 10 up to 100.**   1. Double 2 = 2. Double 20 = 3. Double 4 = 4. Double 40 = 5. Double 5 = 6. Double 50 = 7. Double 1 = 8. Double 10 = 9. Double 3 = 10. Double 30 = |
| **RE** | **Christianity**  **Aim:** Where do Christians worship?  **Introduction**  **-**Complete the introductory quiz to re-cap on previous learning and look at what you know.  **Key questions to answer in your book:**  -Where do Christians worship?  -When do Christians go to the church?  -What is the holy day for Christians called?  -What do Christians do at the church?  -Name two famous churches.  -Name features of a church.  [**https://classroom.thenational.academy/lessons/where-do-christians-worship-71k64t**](https://classroom.thenational.academy/lessons/where-do-christians-worship-71k64t)  Click the link and watch the video. Answer any questions in your exercise books. |
| **PE** | **Keeping physically active is important, to support your child with their daily activity they can choose to do an online video lesson or choose to do some other type of activity to help them to keep fit and healthy.  We have provided a couple of suggestions below:**  Dance with Oti: <https://www.youtube.com/watch?v=EJmpCH9p2X8&list=PLuwFE3Wyin9cSVFJ_Sjep0Pq6K1-e7sET&index=2>    <https://peplanning.org.uk/downloads/pe-at-home/>  This can be accessed, and the children can pick activities they would like to do. There are indoor and outdoor depending on the weather and space available. |
|  | **Art** | You will need plain paper for this lesson.  Click on the link for Rob’s video.  Follow Rob’s instructions to create a similar drawing.  <https://www.youtube.com/watch?v=IrhnLase7L8> |
|  | **Poetry** | Click on the link to listen to the poem.    <https://childrens.poetryarchive.org/poem/please-do-not-feed-the-animals/>    **Activity:**  Pretend to be one of the animals in the poem. |

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| **26th Jan** | | **Subject** | | **Activity** | |
| **Spellings** | | **Practise the words from this week-choose 6 of them to use in a sentence. Record the sentences in your book.**  **10 minutes ‘Look, Cover, Write, Check’ for the following words:**  Adding suffixes beginning with a vowel (er/ed/en/ing)  forgetting  forgotten  beginning  beginner  preferred  preferring  occurred  occurring  forbidden  committed | |
| **TTRS** | | **10 minutes TTRS practice**  <https://ttrockstars.com/> | |
| **English** | | **Mulan by Michaela Morgan**  **Aim:** To answer questions on a text (Part 1)  For the first part of your lesson, you will need to engage with the video. You won’t need your pencil and book until you see the ‘**In** **your book’** subheading below.  **Introduction:**  **-**Recap on previous lesson: What was Mulan worrying about? (You may write this down)  **Watch the video and consider the following questions:**  Why is the country being under attack a problem for Mulan’s family?  What do you think Mulan will decide to do?  **In your book, answer the following questions as you are listening to the story:**  -What does Mulan’s mother mean when she says “Your fighting days are over.”?  -Why does Mulan decide she should volunteer?  -Why does Mulan’s mother *fret*?  -How do you know Mulan is *determined?*  *-*Create a mind-map to consider what determined means.  <https://classroom.thenational.academy/lessons/to-answer-questions-on-a-text-part-1-6thkac>  **Creative Writing**  Look at the picture on <https://www.pobble365.com/>.  Answer the questions and use this to inspire a piece of descriptive writing about the picture. | |
| **Reading** | | **Comprehension**  Pet Care of a Bearded Dragon  Read the text and answer the questions | |
| **Maths** | | **Lesson 5**  **Divide 2-digits by 1**  Watch the video  <https://vimeo.com/494126561>  Then, complete the worksheet  <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y3-Spring-Block-1-D7-Divide-2-digits-by-1-digit-3-2019.pdf>  Answer sheet  <https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y3-Spring-Block-1-ANS7-Divide-2-digits-by-1-digit-3-2019.pdf> | |
| **Mental maths** | | **Doubles of multiples of 5 and 10 to 100.**  For example, double 15 = \_\_\_\_\_\_\_\_\_\_\_ (double 10 = **20**, double 5 = **10, 20 + 10 = 30)**   1. Double 10 = 2. Double 15 = 30 3. Double 20 = 4. Double 25 = 5. Double 30 = 6. Double 35 = 7. Double 40 = 8. Double 45 = 9. Double 50 = 10. Double 55 = | |
| **Music** | | Pulse and Metre 1  **Lesson 1 – Understanding pulse and rhythm.**  There is no written work for this lesson but you may want paper and a pencil available if you wish to make any notes.  Click the link and watch the video  <https://classroom.thenational.academy/lessons/understanding-pulse-and-rhythm-chj3cr> | |
| **PHSE** | | **Forever Friends**  Lesson 1: Who am I?  For this lesson you will need paper (your exercise book will do), a pencil and some colouring pencils if you have them.  Click the link and watch the video.  <https://classroom.thenational.academy/lessons/who-am-i-6hgkjc>  Complete any task on your paper or exercise books. | |
| **PE** | | **Keeping physically active is important, to support your child with their daily activity they can choose to do an online video lesson or choose to do some other type of activity to help them to keep fit and healthy.  We have provided a couple of suggestions below:**  PE with Joe: <https://www.youtube.com/watch?v=uKjcZ8mUr-M>    <https://peplanning.org.uk/downloads/pe-at-home/>  This can be accessed, and the children can pick activities they would like to do. There are indoor and outdoor depending on the weather and space available. | |
|  | | **Art** | | You will need plain paper for this lesson.  Click on the link for Rob’s video.  Follow Rob’s instructions to create a similar drawing.  <https://www.youtube.com/watch?v=44R4Lm20igE> | |
|  | | **Poetry** | | Click on the link to listen to the poem.    <https://childrens.poetryarchive.org/poem/please-do-not-feed-the-animals/>    **Activity:**  Listen to the poem and write it down, perform the poem for a family member. | |
| **27th Jan** | **Subject** | | **Activity** | |
| **Spellings** | | **10 minutes ‘Look, Cover, Write, Check’ for the following words:**  Creating negative meanings using prefix mis-  misspell  mislead  mistreat  misbehave  mistrust | |
| **TTRS** | | **10 minutes TTRS practice**  Please contact via Edmodo if you can’t remember your username  <https://ttrockstars.com/> | |
| **English** | | **Mulan by Michaela Morgan**  **Aim:** To answer questions on a text (Part 2)  For the first part of your lesson, you will need to engage with the video. You won’t need your pencil and book until you see the ‘**In** **your book’** subheading below.  **Recap:**  **-**Think about why Mulan's family were against her going to war, look through your work from the previous lessons if unsure.  **In your book, answer the following retrieval questions. Pause the video before answering each question:**  -Why did Mulan tie up her hair?  -How did Mulan earn the respect of her fellow soldiers?  -Why were her comradesamazed?  -Do you think it is fair that Mulan had to pretend to be a girl in order to be a soldier?  <https://classroom.thenational.academy/lessons/to-answer-questions-on-a-text-part-2-74u3jd>  **Creative Writing**  Look at the picture on <https://www.pobble365.com/>.  Answer the questions and use this to inspire a piece of descriptive writing about the picture. | |
| **Reading** | | **Comprehension**  Pet Care of a Guinea Pig  Read the text and answer the questions | |
| **Maths** | | **Lesson 1**  Scaling  Watch the video  <https://vimeo.com/494127943>  Then, complete the worksheet  <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y3-Spring-Block-1-D8-Scaling-2019.pdf>  Link to answers:  <https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y3-Spring-Block-1-ANS9-How-many-ways_-2019.pdf> | |
| **Mental maths** | | **Use your number bonds to 10 to find what must be added to any two-digit number to make the next higher multiple of 10**  For example, 35 + \_\_\_\_ = 40 (5 + 5 = 10) 35 + 5 = 40   1. 68 + \_\_\_\_ = 70 2. 34 + \_\_\_\_ = 40 3. 23 + \_\_\_\_ = 30 4. 71 + \_\_\_\_ = 80 5. 92 + \_\_\_\_ = 100 6. 56 + \_\_\_\_= \_\_\_\_ 7. 15 + \_\_\_\_ = \_\_\_\_ 8. 47 + \_\_\_\_ = \_\_\_\_ 9. 94 + \_\_\_\_ = \_\_\_\_ 10. 81 + \_\_\_\_ = \_\_\_\_ | |
| **Computing** | | **Spreadsheets**  Logon to Purple Mash  Click on the tools image on your home screen.    Under ‘Maths and Data Handling,’ open 2Calculate.    When you open this program, this screen should appear.    Where it says Key Stage 1, click the drop menu and choose Lower Key Stage 2.  From this menu, click the video of lesson 3: Counting Machine.    From here the video will guide you through the lesson.  You can also click on the help sheet below to help you.  <https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year2_unit_2_3_prompt_sheet/2Calculate%20Prompts.pdf>    Don’t forget to save your work! | |
| **PE** | | **Keeping physically active is important, to support your child with their daily activity they can choose to do an online video lesson or choose to do some other type of activity to help them to keep fit and healthy.  We have provided a couple of suggestions below:**  Dance with Oti: <https://www.youtube.com/watch?v=GZuEnbSwOto&list=PLuwFE3Wyin9cSVFJ_Sjep0Pq6K1-e7sET&index=3>    <https://peplanning.org.uk/downloads/pe-at-home/>  This can be accessed, and the children can pick activities they would like to do. There are indoor and outdoor depending on the weather and space available. | |
|  | **Art** | | You will need plain paper for this lesson.  Click on the link for Rob’s video.  Follow Rob’s instructions to create a similar drawing.  <https://www.youtube.com/watch?v=cImUAS94Hdk> | |
|  | **Poetry** | | Click on the link to listen to the poem.    <https://childrens.poetryarchive.org/poem/alligator-problem/>    **Activity:**  Listen to the poem and draw an alligator. | |

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| **28th Jan** | **Subject** | **Activity** |
| **Spellings** | **Practise the words from yesterday and use them in sentence. Record the sentences in your book.**  Creating negative meanings using prefix mis-  misspell  mislead  mistreat  misbehave  mistrust |
| **TTRS** | **10 minutes TTRS practice**  <https://ttrockstars.com/> |
| **English** | **Mulan by Michaela Morgan**  **Aim:** To explore character  For the first part of your lesson, you will need to engage with the video. You won’t need your pencil and book until you see the ‘**In** **your book’** subheading below.  **Introduction - Consider the key question:**  -What impression of Mulan is created in the tale?  **In your book, answer the following questions:**  -Why does Mulan volunteer? What does this tell us about her?  -What do you learn about Mulan from Page 12? Describe her.  -What is Mulan like as a soldier?  -What is the difference between a soldier and a warrior? Read the text to help you.  **-**Why do you think Mulan is a hero?  **Create a ‘Mulan’ mind-map.**  -What character traits does Mulan display? How do you know this?  **Key Question**  What impression of Mulan is created in the tale?  <https://classroom.thenational.academy/lessons/to-explore-character-64tk4e>  **Creative Writing**  Look at the picture on <https://www.pobble365.com/>.  Answer the questions and use this to inspire a piece of descriptive writing about the picture. |
| **Reading** | **Comprehension**  Roald Dahl Bio  Read the text and answer the questions |
| **Maths** | **Lesson:**  **How many ways?**  Watch the video  <https://vimeo.com/496812718>  Then, complete the worksheet  <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y3-Spring-Block-1-D9-How-many-ways_-2019.pdf>  Link to answers:  <https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y3-Spring-Block-1-ANS9-How-many-ways_-2019.pdf> |
| **Mental maths** | **Add any pair of two-digit numbers, without crossing a tens boundary or 100**  For example, 32 + 17 = \_\_\_\_\_\_ (Start with the tens, 30 + 10 = **40.**  Then add the ones, 2 + 7 = **9**. Then add the totals together, **40 + 9 = 49)**   1. 61 + 24 = \_\_\_\_\_\_ 2. 37 + 12 = \_\_\_\_\_\_ 3. 34 + 25 = \_\_\_\_\_\_ 4. 53 + 26 = \_\_\_\_\_\_ 5. 42 + 33 = \_\_\_\_\_\_ 6. 72 + 16 = \_\_\_\_\_\_ 7. 26 + 11 = \_\_\_\_\_\_ 8. 45 + 23 = \_\_\_\_\_\_ 9. 14 + 63 = \_\_\_\_\_\_ 10. 51 + 38 = \_\_\_\_\_\_ |
| **History** | **Prehistoric Britain**  **Aim:** What was life like in a Neolithic settlement?  **Recap:**  What do you know about prehistoric Britain so far? What has been the most exciting fact you discovered?  **Introduction:**  **-**Complete the quiz to help you check any previous learning as well as recap what you have learnt.  **Watch the video and consider the following questions:**  **-**What do you notice about where Skara Brae is located?  -Why do you think that Neolithic humans chose to settle there?  -How did the Neolithic settlement at Skara Brae become discovered?  <https://classroom.thenational.academy/lessons/what-was-life-like-in-a-neolithic-settlement-64r3ce?from_query=prehistoric> |
| **PE** | **Keeping physically active is important, to support your child with their daily activity they can choose to do an online video lesson or choose to do some other type of activity to help them to keep fit and healthy.  We have provided a couple of suggestions below:**  PE with Joe: <https://www.youtube.com/watch?v=g8X1pvW3Spg>    <https://peplanning.org.uk/downloads/pe-at-home/>  This can be accessed, and the children can pick activities they would like to do. There are indoor and outdoor depending on the weather and space available. |
|  | **Art** | You will need plain paper for this lesson.  Click on the link for Rob’s video.  Follow Rob’s instructions to create a similar drawing.  <https://www.youtube.com/watch?v=wpriVIpxSFI> |
|  | **Poetry** | Click on the link to listen to the poem.    <https://childrens.poetryarchive.org/poem/alligator-problem/>    **Activity:**  Listen to the poem and write down an example of when you might excavate something. |

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| **29th Jan** | **Subject** | **Activity** |
| **Spellings** | **10 minutes ‘Look, Cover, Write, Check’ for the following words:**  Creating negative meanings using prefix mis-  misprint  misuse  misplace  misheard  misread |
| **TTRS** | **10 minutes TTRS practice**  <https://ttrockstars.com/> |
| **English** | **Mulan by Michaela Morgan**  **Aim:** To explore themes.  For the first part of your lesson, you will need to engage with the video. You won’t need your pencil and book until you see the ‘**In** **your book’** subheading below.  **Recap:**  What is a traditional tale?  Consider the features of a traditional tale, can you identify the features in ‘Mulan’?  **Listen to the end of the story and consider this key question:**  Why do you think Mulan’s tale was told far and wide?  **In your book:**  **-**Complete a mind-map for the word ‘hero’, what do you associate with this word? Do you know any heroes?  **Answer the following questions**  **-**Why does Little Brother call her a ‘soppy girl’? What does he mean by this? Do you think it is ok for him to call her this?  -”She earned the respect of her fellow soldiers.” -What does this teach us about girls?  -How does Mulan prove her worth?  <https://classroom.thenational.academy/lessons/to-explore-themes-6wr68d>  **Creative Writing**  Look at the picture on <https://www.pobble365.com/>.  Answer the questions and use this to inspire a piece of descriptive writing about the picture. |
| **Reading** | **Comprehension**  Tour De France  Read the text and answer the questions |
| **Maths** | **Lesson 3**  **Recap: Count Money (pence)**  Watch the video  <https://vimeo.com/497343674>  Then, complete the worksheet  <https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y2-Autumn-Block-3-D1-Count-money-pence-2019.pdf>  Answer sheet:  <https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y2-Autumn-Block-3-ANS1-Count-money-pence-2019.pdf> |
| **Mental maths** | **Subtract any pair of two-digit numbers without crossing a tens boundary.**  For example, 68 - 17 = \_\_\_\_\_\_ (Start with the tens, 60 - 10 = 5**0.**  Then, subtract the ones, 8 - 7 = 1. Then **add** the totals together, **50 + 1 = 51)**   1. 23 – 12 = \_\_\_\_\_\_ 2. 64 – 24 = \_\_\_\_\_\_ 3. 47 – 15 = \_\_\_\_\_\_ 4. 89 – 36 = \_\_\_\_\_\_ 5. 72 – 51 = \_\_\_\_\_\_ 6. 34 – 23 = \_\_\_\_\_\_ 7. 96 – 72 = \_\_\_\_\_\_ 8. 58 – 47 = \_\_\_\_\_\_ 9. 87 – 65 = \_\_\_\_\_\_ 10. 64 – 33 = \_\_\_\_\_\_ |
| **Science** | **Fantastic Fossils**  For this lesson you will need the fossilisation worksheets and paper to make notes.  **Starter**: Were dinosaurs real? How do you know?  Click on the link below to watch the video on the fossilisation process.  <https://www.nhm.ac.uk/discover/how-are-fossils-formed.html>  1. Once you have watched the video, number the sentences 1 – 5 on the order they occur in the fossilisation process. Then, do the same with the pictures. If you are struggling, watch the video again.  2. Create your own story board of the fossilisation process. Write a sentence for each stage and ensure you use the key words from the word bank at the bottom. Then, draw a picture to match each stage. Which dinosaur/prehistoric animal will you draw? |
| **PE** | **Keeping physically active is important, to support your child with their daily activity they can choose to do an online video lesson or choose to do some other type of activity to help them to keep fit and healthy.  We have provided a couple of suggestions below:**  Dance with Oti: <https://www.youtube.com/watch?v=hvfYzQgrXgk&list=PLuwFE3Wyin9cSVFJ_Sjep0Pq6K1-e7sET&index=4>    <https://peplanning.org.uk/downloads/pe-at-home/>  This can be accessed, and the children can pick activities they would like to do. There are indoor and outdoor depending on the weather and space available. |
|  | **Art** | You will need plain paper for this lesson.  Click on the link for Rob’s video.  Follow Rob’s instructions to create a similar drawing.  <https://www.youtube.com/watch?v=x0O47h89KrY> |
|  | **Poetry** | Click on the link to listen to the poem.    <https://childrens.poetryarchive.org/poem/alligator-problem/>    **Activity:**  Listen to the poem and recite it three times, speeding up each time. |

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| **1st Feb** | **Subject** | **Activity** |
| **Spellings** | **Practise the words from yesterday and use them in sentence. Record the sentences in your book.**  misprint  misuse  misplace  misheard  misread |
| **TTRS** | **10 minutes TTRS practice**  <https://ttrockstars.com/> |
| **English** | **How bees make honey – Explanation text**  **Aim:** To identify the features of an explanation text.  **Introduction:**  -Put the sentence starters in order.  -Consider what an explanation text is. Have you written one before? What was it about?  -Think about what the purpose of your explanation text was and the audience.  **Watch the video:**  Think about the features of an explanation text, you may make notes in your book.  **In your books:**  Create a list of the features of an explanation text and write an example if you can e.g. causal conjunctions – because, therefore  <https://classroom.thenational.academy/lessons/to-identify-the-features-of-an-explanation-text-6tgk2r?activity=video&step=1>  **Creative Writing**  Look at the picture on <https://www.pobble365.com/>.  Answer the questions and use this to inspire a piece of descriptive writing about the picture. |
| **Reading** | **Comprehension**  Treasure Island  Read the text and answer the questions |
| **Maths** | **Lesson 4 -**  **Recap: Count Money (pounds)**  Watch the video  <https://vimeo.com/497344241>  Then, complete the worksheet  <https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y2-Autumn-Block-3-D2-Count-money-pounds-2019.pdf>  Link to answers:  <https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y2-Autumn-Block-3-ANS2-Count-money-pounds-2019.pdf> |
| **Mental maths** | **Add any pair of two-digit numbers crossing a tens boundary or 100**  For example, 64 + 28 = \_\_\_\_\_\_ (Start with the tens, 60 + 20 = 8**0.**  Then add the ones, 4 + 8 = 12. Then add the totals together, 60 **+ 12 = 72)**   1. 28 + 13 = \_\_\_\_\_ 2. 67 + 16 = \_\_\_\_\_ 3. 48 + 24 = \_\_\_\_\_ 4. 39 + 28 = \_\_\_\_\_ 5. 45 + 37 = \_\_\_\_\_ 6. 82 + 28 = \_\_\_\_\_ 7. 67 + 65 = \_\_\_\_\_ 8. 96 + 55 = \_\_\_\_\_ 9. 55 + 57 = \_\_\_\_\_ 10. 78 + 56 = \_\_\_\_\_ |
| **RE** | **Christianity**  **Aim:** What are the Christian celebrations?  Complete introductory quiz.  **Watch the video and complete the following sentences in your book:**  -Christians celebrate the most important event’s in \_\_\_\_\_\_’s life.  -Advent celebrates ….  -During Christmas, people ….  -During Lent, Christians...  -People give chocolate gifts at Easter because …  **Final task**  Draw the St. Georges flag.  <https://classroom.thenational.academy/lessons/what-are-the-christian-celebrations-cnjk0d> |
| **PE** | **Keeping physically active is important, to support your child with their daily activity they can choose to do an online video lesson or choose to do some other type of activity to help them to keep fit and healthy.  We have provided a couple of suggestions below:**  PE with Joe: <https://www.youtube.com/watch?v=Y_SYhZ269HE>    <https://peplanning.org.uk/downloads/pe-at-home/>  This can be accessed, and the children can pick activities they would like to do. There are indoor and outdoor depending on the weather and space available. |
|  | **Art** | You will need plain paper for this lesson.  Click on the link for Rob’s video.  Follow Rob’s instructions to create a similar drawing.  <https://www.youtube.com/watch?v=CIKY8IzM1Is> |
|  | **Poetry** | Click on the link to listen to the poem.    <https://childrens.poetryarchive.org/poem/alligator-problem/>    Activity:  Listen to the poem and think of something you might want to investigate. |

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| **2nd Feb** | **Subject** | **Activity** |
| **Spellings** | **Practise the words from this week-choose 6 of them to use in a sentence. Record the sentences in your book.**  misprint  misuse  misplace  misheard  misread |
| **TTRS** | **10 minutes TTRS practice**  <https://ttrockstars.com/> |
| **English** | **How bees make honey – Explanation text**  **Aim:** To explore compound words.  **Introduction:**  -Think of an example of an adjective and a noun.  -Focus on what a compound word is, can you think of any of your own? Write as many as you can!  **In your book:**  ***-***Make your own compound words using these words – no, dust, any, bin, where, mill, wind  -Write out the compound word spellings for this week.  <https://classroom.thenational.academy/lessons/to-explore-compound-words-6wwpat>  **Creative Writing**  Look at the picture on <https://www.pobble365.com/>.  Answer the questions and use this to inspire a piece of descriptive writing about the picture. |
| **Reading** | **Comprehension**  Wimbledon  Read the text and answer the questions |
| **Maths** | **Lesson 5**  **Pounds and Pence**  Watch the video  <https://vimeo.com/497345587>  Then, complete the worksheet  <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y3-Spring-Block-2-D1-Pounds-and-pence-2019.pdf>  Link to answers:  <https://resources.whiterosemaths.com/wp-content/uploads/2020/08/Y3-Spring-Block-2-ANS1-Pounds-and-pence-2019.pdf> |
| **Mental maths** | **Subtract any pair of two-digit numbers with crossing a tens boundary.**  For example, 82 - 17 = \_\_\_\_\_\_ (Start with the largest number and subtract the tens of the smaller number, 82 – 10 = **72**. Then subtract the ones from the remaining number **72 –** 7 = **65** therefore 82 – 17 = 65)   1. 32 – 15 = \_\_\_\_\_ 2. 63 – 28 = \_\_\_\_\_ 3. 45 – 19 = \_\_\_\_\_ 4. 76 – 29 = \_\_\_\_\_ 5. 41 – 28 = \_\_\_\_\_ 6. 84 – 65 = \_\_\_\_\_ 7. 95 – 37 = \_\_\_\_\_ 8. 53 – 24 = \_\_\_\_\_ 9. 61 – 39 = \_\_\_\_\_ 10. 72 – 38 = \_\_\_\_\_ |
| **Music** | Pulse and Metre 1  **Lesson 2 – Exploring 4 beats in a bar**  There is no written work for this lesson but you may want paper and a pencil available if you wish to make any notes.  Click the link and watch the video  <https://classroom.thenational.academy/lessons/exploring-4-beats-in-a-bar-cgwk2t> |
| **PHSE** | **Forever Friends**  Lesson 2: That’s not fair  For this lesson you will need paper (your exercise book will do), a pencil and some colouring pencils if you have them.  Click the link and watch the video.  <https://classroom.thenational.academy/lessons/thats-not-fair-ccv3cc>  Complete any task on your paper or exercise books. |
| **PE** | **Keeping physically active is important, to support your child with their daily activity they can choose to do an online video lesson or choose to do some other type of activity to help them to keep fit and healthy.  We have provided a couple of suggestions below:**  Dance with Ote: <https://www.youtube.com/watch?v=dh97m6-PKRM&list=PLuwFE3Wyin9cSVFJ_Sjep0Pq6K1-e7sET&index=5>    <https://peplanning.org.uk/downloads/pe-at-home/>  This can be accessed, and the children can pick activities they would like to do. There are indoor and outdoor depending on the weather and space available. |
|  | **Art** | You will need plain paper for this lesson.  Click on the link for Rob’s video.  Follow Rob’s instructions to create a similar drawing.  <https://www.youtube.com/watch?v=MilR2D3cJRY> |
|  | **Poetry** | Click on the link to listen to the poem.    <https://childrens.poetryarchive.org/poem/alligator-problem/>    **Activity:**  Listen to the poem and think about the last line and what an alligator might do. |