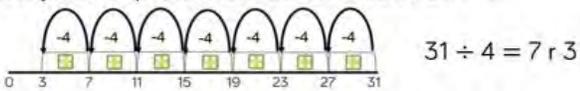


Weekly Overview for Online learning Year 3 - 25.01.21 - 29.01.21

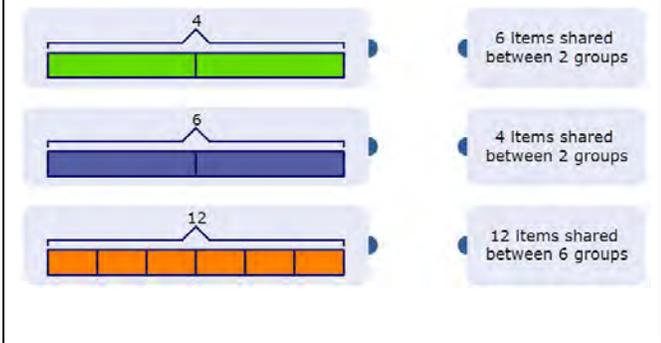


<p>Ongoing Practice</p>   	<p>Reading Eggs</p> <p>Spend approx 20-30 minutes a day on Doodle.</p> <p>Doodle English - complete daily tasks and stay in the green https://students.doodleenglish.com/</p> <p>Doodle Math - complete daily tasks and stay in the green. https://students.doodlemaths.com/</p> <p>Doodle Spell - complete daily tasks and stay in green. https://students.doodleenglish.com/spell</p> <p>Times tables Rockstars - a little practice every day</p> <p><i>Parents, did you know that you can download Google Classroom on your Smart Phone? Log in with the .313 details. If your child is asked to upload a photo as evidence for their work, then if it's easier for you, you can upload it via 'Classwork' - (selecting the correct document) and paste it into there. Hope that helps.</i></p>
<p>Maths</p>	<p>Parents/Carers, please note the Maths lessons will be uploaded onto Google Classroom each day under Maths</p> <p>Monday- LI: We are learning to divide using remainders.</p> <p><u>Key questions for the lesson:</u> How do we know 13 divided by 4 will have a remainder? Can a remainder ever be more than the divisor? Which is your favourite method? Which methods are most efficient with larger two digit numbers? How do we know if a sum will have a remainder? Is there any way we can check our answers? How do we write an answer with a remainder?</p> <p><u>Vocabulary for the lesson:</u> Multiplication Division Sharing</p> <p>Input Your input will be a video explaining how we solve division problems that have remainders. The teacher will be going through a presentation with examples to discuss and work through. The children should be working through the examples on the PowerPoint. The powerpoint will also explain the task and instructions for the children.</p> <p>Task Your task will be a Google forms quiz with remainder questions and examples to complete. There will be a variety of questions which will require the children to explain their answers.</p> <p>Tommy uses repeated subtraction to solve $31 \div 4$</p>  <p>Use Tommy's method to solve 38 divided by 3</p>

	<p>Equal Remainder Arrays Repeated addition/ subtraction Total</p>	
	<p>Tuesday- LI: We are learning to solve multiplication and division problems using scaling.</p> <p><u>Key Questions for the lesson:</u> Why might someone draw the first bar model? Why might we use a bar model? How are they helpful? How can we use a bar model to check our answers? What is the value of Amir's counters? How do you know? How can we use scaling to work out the total? How will you work out the total using a bar model?</p> <p><u>Key vocabulary for the lesson:</u> Multiplication Division Scaling Total Equal Sharing Represent Value</p>	<p>Input The input will be a video explaining how to solve problems using scaling.. It will take the children through a powerpoint to show how we solve these sums and how we can check our answers. There will be lots of examples for children to work through and listen to. These examples should be discussed with the children so they fully understand the concept before moving onto the task.</p> <p>Task Your task will be a Google forms quiz with remainder questions and examples to complete. There will be a variety of questions which will require the children to explain their answers. In a playground there are 3 times as many girls as boys.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>boys </p> <p>girls </p> </div> <div style="text-align: center;"> <p>boys </p> <p>girls </p> </div> </div> <p>Which bar model represents the number of boys and girls? Explain your choice.</p>
	<p>Wednesday- LI: We are learning how to list how many possible combinations can be identified by using 2 groups.</p> <p><u>Key questions for the lesson</u> What are the names of the shapes on the shape cards? How do you know you have found all of the ways? Would making a table help? Why might we organise items into a table? How can we check our groups?</p> <p><u>Key Vocabulary</u> How many ways?</p>	<p>Input There will be a video explaining key terms and how we can create combinations or groups of items. The video and presentation will explain how children can solve these questions and how we can check our answers. We will also be looking at how we can organise our combinations and why or how this can help.</p> <p>Task Your task will be a Google forms quiz with remainder questions and examples to complete. There will be a variety of questions which will require the children to explain or justify their answers.</p>

	<p>Groups Combinations Table Total Calculate</p>	<p>Alex has 4 shape cards and 3 number cards.</p>  <p>She chooses a shape card and a number card. List all the possible ways she could do this.</p>
	<p>Thursday- LI: We are learning to consolidate our knowledge of multiplication and division.</p> <p><u>Key questions for the lesson</u> Can you remember why we use exchanging with multiplying? How to write our remainders when dividing? Why might we partition numbers? How can this be helpful? Are there any ways we can check our answers? How do you know? Can you explain your method?</p> <p><u>Key Vocabulary</u> Partition Tens Ones Divisor Sharing Equal Groups</p>	<p>Task Your task will be a Google forms quiz which is an end of topic assessment. The children should be encouraged to complete this on their own so we can identify what the children have learnt or what topics we need to revisit.</p>
	<p>Friday- LI: We are learning to solve bar model division questions.</p> <p>Key questions: How many cupcakes will each person receive? How many groups will there be? How many equal groups are there in 30? Which method did you use to help you work this out? Can you explain it using our key words?</p> <p>Vocabulary:</p>	<p>Go to MyMaths and complete the lesson which has been assigned to your class.</p> <div data-bbox="946 1396 1572 1465" style="border: 1px solid #ccc; padding: 5px; margin: 10px 0;"> <p>Bar division</p> </div> <p>Input: You will go through a MyMaths lesson that will discuss how to use bar models with division.</p> <p>There will be lots of sharing!! Below is an example question:</p>

Sharing
Division
Equal
Groups
Bar- model



English

Parents/Carers, please note the English lessons will be uploaded onto Google Classroom each day under English.

Most lessons will include a GPS 3 in 3 - which is a Grammar Punctuation and Spelling starter exercise to uplevel children's GPS skills. These GPS tasks can be done using quiz forms

We may also include a Reading 3 in 3, which will stimulate their reading skills, this will also be completed on quiz forms. Please ensure you/your child reads the task set, and the instructions as they are vital in ensuring your child completes them correctly.

Monday- LI: We are learning to explore character feelings through role on the wall.

Key Vocabulary

Lila

Lachland

Chulak

Igniting

What adjectives can you think of to describe feelings?

Key questions to support the lesson:

- How do you think Lila felt when her dad did not want her to go?
- How would you feel if someone thought you weren't

Input

In today's lesson we will be exploring feelings and emotions of the main character Lila. You will need to watch the video input which will be uploaded as an attachment to the assignment.

In the video I will read a few pages from our exciting new book!!

We will explore different vocabulary for feelings and emotions.

overjoyed	thrilled	ecstatic	shattered	demoralised
pleased	gleeful	jubilant	tearful	unhappy
irritated	fuming	livid	glum	pitiful
frustrated	enraged	outraged	repelled	revolted

We will explore how our main character feels and what other characters think of her.

For example, you could say that her Dad thinks that she is incompetant as he has said that she does not have what it takes to be a firework

Input

In today's lesson we will be exploring feelings and emotions of the main character Lila. You will need to watch the video input which will be uploaded as an attachment to the assignment.

In the video I will read a few pages from our exciting new book!!

We will explore different vocabulary for feelings and emotions.

overjoyed	thrilled	ecstatic	shattered	demoralised
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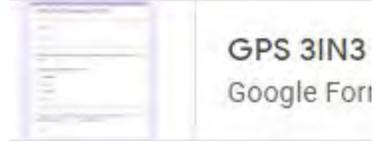
capable of doing something that was important to you?

3. Do you think Lila is emotionally strong?

maker.

Task

Your first task will be to complete the quiz form as a starter activity.



You will need to draw the outline of a body and you will discuss the two following questions:



1. What feelings and emotions does Lila have?why?
2. What do other people think about Lila and why?

On the inside of the body write the feelings and emotions that Lila has.

On the outside of the body write what other people think about Lila and why.

Use evidence from the book to support your sentences.

You will need to draw an outline of the body on a piece of paper and upload it as an attachment. There will be a video on how to do this attached to the assignment on Monday.



Tuesday - LI: We are learning to investigate a main character from Firework maker's daughter.

Key Vocabulary

Appearance

Background

Actions

Personalities

Demeanor

Key questions to support the lesson:

What does Lila look like?

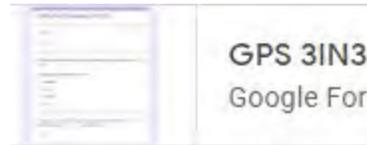
What is Lila's personality like?

What is Lila's past?

What are her goals?

Input - After exploring feelings and emotions you will explore different aspects of Lila. We will discuss what is included in a character description which will be related to the key questions. You will also be provided with an example of a character description and a character description checklist.

Task - You will complete your 3 in 3 quiz form.



You will need to create your own character description using information from the book. You will also have a character checklist to follow:

- A character description checklist
- Describe Lila's background?
- Describe what Lila looks like?
- Describe Lila's feelings?
- Describe Lila's personality?

Wednesday - LI: We are learning to create our own main character.

Key Vocabulary

Appearance

Background

Actions

Personalities

Demeanor

Input -

On Tuesday you would have created a character description using information and evidence from the book Firework maker's daughter. Today you will be creating your own character for your quest story.

We will go through an example of a character description in the video input.

Key questions to support the lesson:

What does Lila look like?

What is Lila's personality like?

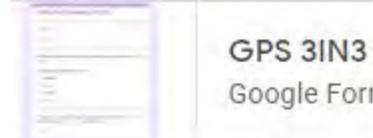
What is Lila's past?

What are her goals?



Task -

You will need to complete your GPS 3in3 form.



Your task will be to create your own character description. Please use your description checklist to help you and refer back to the example that will be provided in the video input.

A character description checklist

Describe Lila's background?

Describe what Lila looks like?

Describe Lila's feelings?

Describe Lila's personality?



Thursday - LI: We are learning to use sequencing frames to summarise key events in chapter two

Key Vocabulary

Summarise

Sequencing frame

Key events

Escaped

Mount Merapi

Fiend



Input - Today we will be exploring the book even further and reading chapter 2 of The Firework Maker's Daughter

Firstly, go through the video guide for today's lesson.

Have a paper and pencil to hand. Write down some of the key events that appear in this chapter. Make a note of the new character's that are introduced to you in this chapter. Whilst you are listening to the chapter being read to you, make a note of the key events in order of them happening.

Decide what is most important and write that down.

Task - After you have listened to the chapter, and made notes; you will create your own sequencing frame (an example is below taken

Perish

Pirates

Rambashi

Key questions to support the lesson:

What do you recall from Chapter 1 last week?

What are the key events from the chapter?

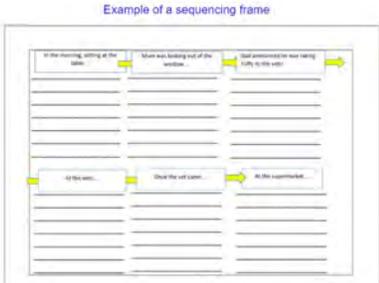
What has Lila done?

Why was Lalchand horrified when he read the letter?

What is a river taxi?

from Diary of a Killer Cat which we did in the Autumn term)

Your sequencing frame will be created on *Google Slides* (remember to open the PowerPoint attached to the task) and create your sequencing frame on slide 2. **Remember the sequencing frame that you create must be for Chapter 2 of The Firework Maker's Daughter.**




Friday - LI: We are learning to compare two characters

Key Vocabulary

similar

alike

different

Chulak

Lila

Compare (similarities)

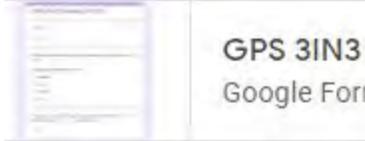
Contrast (differences)

Key questions to support the lesson:

Would you have been as daring as Lila?

Did Lila make the right decision to leave

Input - Firstly, please complete today's GPS 3 in 3 activity, it is saved as a quiz



Firstly, go through the video guide for today's lesson.

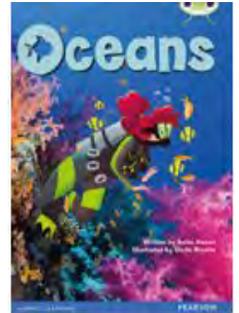
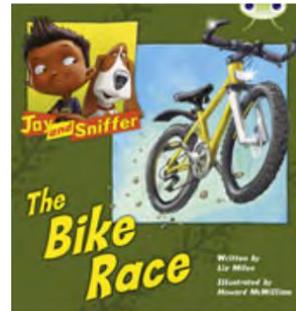
So far, we have read chapters 1 and 2 and you've met several of the main characters in the book. It is important we understand how the choices the characters make and actions make you and me as the reader care about them.

Task - Today we will be comparing and contrasting two of the main characters in the story so far: *Lila* and *Chulak*

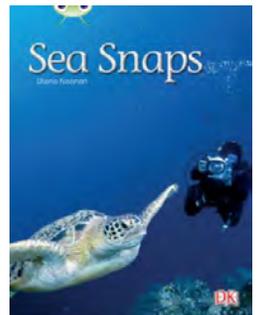
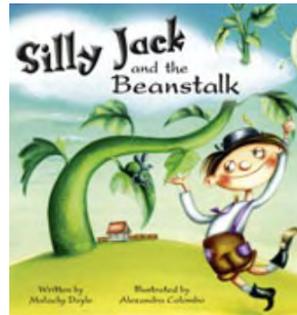
Please ensure you have gone through the video guidance for today's lesson. Your task today will be to compare and contrast Lila and Chulak by creating a compare and

	<p>her father in that way? Explain</p> <p>What do you like about Chulak's character. How is that the similar or different to Lila?</p> <p>What are the main differences between the two characters?</p>	<p>contrast frame on paper, comparing the two of them.</p> <p>An example of a compare and contrast frame will be shown in the video.</p> <p>Then on paper, you will write a few sentences using the correct language of comparison to help you.</p> <p>An example of the language of comparison will be explained in the video input too.</p> <p>Both the comparing and contrasting frame and the sentences you write describing the similarities and differences, <i>must be done on paper and remember to upload a photo of both of them to Google Classroom.</i></p>
<p>Reading - Bug Club</p> <p>New tasks</p> <p>Due date is 01.02.21 1st Feb 2021</p> <p>(so you have 2 weeks)</p>	<p><u>LI: To read and respond to comprehension questions</u></p> <p>You will carry on working on the reading task that was assigned last week.</p> <p>This week you have been allocated a book for your colour band to read and answer questions on a book in Bug Club.</p> <p>Make sure you work on this each day.</p> <p>You will need to log in and read the book as usual, answering the bug questions and then answer the questions given on Google Docs. Once you have completed this, you will need to work on the longer writing task.</p> <p>The standard of this work will need to be the same as what you produce in school in your purple task books.</p>	<p>Log in to Bug Club and find the books below (they should already be allocated - remember your colour band)</p> <ol style="list-style-type: none"> 1. Read the book 2. On google docs answer the questions - giving evidence from the book to support your answer. 3. Complete the written task underneath your questions. 4. Return the completed task. <p>Pink Level- <i>Tin Man Tim</i></p>  <p>Yellow Level- <i>Draw with Penny</i></p> 

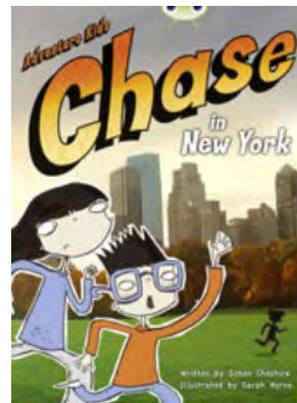
Blue Level- Jay and Sniffer: The Bike Race and Oceans



Green Level- Silly Jack and the Beanstalk and Sea Snaps



Orange Level - Chase in New York and Exploring London



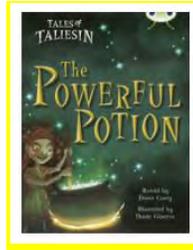
Turquoise Level - **Cars, Cars, Cars.**



Purple Level - *Time to Time Travel*



Gold Level - *Tales of Taliesin - The Powerful Potion*



White Level - *Birds of Prey*



Lime Level - *Bugs in our Homes*



Brown level- *Daimian Drooth Ace Detective*

		 <p>Grey Level -Future Transport by Air</p> 
<p>Topic: Europe</p> 	<p>LI: We are learning to identify and locate countries of Europe on a map..</p> <p>Key Vocabulary</p> <p>Europe Country Continent Boundary Border Landmark Capital Town City River</p> <p>Key questions to support the lesson:</p> <p>What countries of Europe do you already know? Where can you find out more information? Have you visited any capital cities? What information can you find out about capitals ?</p>	<p>Input</p> <p>Please watch through the Video lesson exploring continents and detailing tasks.</p> <p>Take an opportunity to explore Video lesson of using google earth to explore the planet.</p>  <p>Go through the powerpoint that is used in the video lesson at your own pace.</p>

Continents

- ✦ Can you name any **continents**?
- ✦ There are **SIX** in total!



Tasks

Please complete the Google forms quiz to identify countries of Europe.

LI: I am learning to locate European countries on a map.

Select the correct country for each number:

This item is automatically collecting email addresses for Wellington Primary School users. [Change settings](#)

Please write down your name

Short answer text

1.

- United Kingdom
- Ireland
- Slovakia
- Greece
- Denmark

The worksheet has the picture you will need for the quiz and then provide a location to complete the second task looking at a capital city .Please complete the Worksheet and submit.

		<p>LI: I am learning to locate European countries on a map.</p> <p>Task 1 Complete the google forms quiz identifying the names of the numbered countries in this map.</p>  <p>Task 2 Choose a capital city from a European country (not the United Kingdom). Find out about them online and then write down six key sentences all about them.</p> <p>Always remember to submit your work when you have completed it.</p>
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<p>PSHCE</p> 	<p>This week's article: Article 24 – Health Care - ensures that every child has the right to the best possible health.</p> <p>Dream and goals LI: We are learning to enjoy facing a new learning challenge.</p> <p>Key Vocabulary</p> <p>Vocabulary</p> <p>Dream</p> <p>Goal</p> <p>Team work</p> <p>Design</p> <p>Cooperation</p> <p>Key questions to support the lesson:</p> <p>Have a think about people that have to use something to help them, walk, see or hear?</p>	<p>Input</p> <p>This lesson will be following on from the last lesson discussing goals and challenges people may face to reach their goals. These goals may be minute such as playing outside.</p> <p>We will discuss how we are all different and we have to be provided with different tools as we all have different skills.</p> <p>For example: For someone that uses a wheelchair will need a ramp to access places.</p> <p>Task</p> <p>Your task will be to plan a garden that can be used by multiple people. You will receive a price list of items and you will items that you would like for your garden. You will receive a certain amount of money to do so, Remember we are just planning in this weeks lesson and then next week you will design your garden on paper.</p>
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	<p>Have a think about people that do not have a safe outside space?</p> <p>What is your outside space like?</p>	
<p>R.E</p> 	<p>LI: We are learning to explore the golden rule 'ahimsa' and how this can be reflected in our own life.</p> <p>Key Vocabulary</p> <p>Golden rules</p> <p>Environment</p> <p>Sustainable</p> <p>Ahimsa</p> <p>Key questions to support the lesson: How do you look after the planet?</p> <p>What are your golden rules at home?</p> <p>What are your golden rules at school?</p>	<p>Input:</p> <p>You will be introduced to the word 'ahimsa' which is a golden rule that is followed by Hindus. It means 'do not harm'.</p> <p>We will explore how that is practiced in everyday life.</p> <p>For example, looking after the planet.</p>  <p>Task:</p> <p>Your task will be to create a poster about your golden rules. How do you look after the planet around you, you will need to answer the key questions in the poster.</p> <p>The poster can either be completed on the google docs that will be provided or you can complete it on a piece of paper and upload it as an attachment. Instructions on how to do this will be uploaded with your assignment.</p> <p>You will need to title your poster 'Golden rules- ahimsa'.</p>

Tuesday 26th January, 2021

LI: We are learning to explore the golden rule 'ahisma' and how this can be reflected in our own life.

Golden rules- ahisma

You can either create an online photo or create a poster on a piece of paper and upload it.

Include the following questions and answers in your poster:

How do you look after the planet?

What are your golden rules at home?

What are your golden rules at school?

KS2 Only - Spanish



LI: We are learning the names of musical instruments in Spanish and how to say I play an instrument.

Input - login to <https://www.languageangels.com/homeschool/>

Login - Wellin2007
Password - lahome

There is a step by step video for you to go through which will explain how to complete everything.



Here are the words we will be learning this week.



Please log into Language Angels and go through the slideshow for week 4.

This week are being introduced to a sentence enabling us to say that we play an instrument in

		<p>Spanish.</p> <p>Toco la batería</p> <p>Toco la flauta</p> <p>Toco la guitarra</p> <p>Toco el clarinete</p> <p>Toco la trompeta</p> <p>Toco el piano</p> <p>Toco el triángulo</p> <p>Toco el violín</p> <p>Toco el arpa</p> <p>Toco los címbalos</p> <p>Complete the crossword worksheet and submit a photo. If you can't print copy out the instruments from memory on a sheet and submit a photo.</p> <p>Have a go at the what's missing game.</p>
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Wellbeing /Creative and Fun



We can't wait to see photos of you all doing your wellbeing activities.

1. Let's do some physical activities- this is something you can do with your family!! <https://www.youtube.com/watch?v=5if4cjO5nxo>
2. Listen to some great stories **for free** on <https://stories.audible.com/discovery>
If you have a book you haven't read for a while or your parents bought you books which you've never read, this is your chance to try and find a quiet corner and get lost in some fiction!
3. Let's have a cook and bake off this week! (With your parents permission)
Why don't you help your parents cook or bake something and share the recipe and method with your class. With a photo of your work, look at the example below for Merry Berry:

**Ingredients
or the sponge**

- 100g/3½oz baking spread
- 150g/5½oz **self-raising flour**





- 150g/5½oz **caster sugar**
- 3 tbsp full-fat **milk**
- 2 free-range **eggs**
- 1 unwaxed **lemon**, finely grated zest only
- 7g freeze-dried **strawberries** (available in large supermarkets), to decorate

or the filling

- **lemon curd**

or the meringue

- 2 free-range **egg whites**
- 100g/3½oz **caster sugar**

Method

1. Put the sponge ingredients into a bowl and whisk using an electric hand whisk until light and fluffy. Spoon the mixture evenly between the cases. Bake for 18–20 minutes or until golden-brown, risen and springy to the touch. Set aside to cool completely.
2. Cut a deep circle in the centre of each cake (about the width of a £2 coin) and pull out a walnut size of sponge to leave a hole. Spoon 1 teaspoon lemon curd into each hole, making sure the curd is level with the top.
3. To make the meringue, whisk the egg whites in a large bowl with an electric hand whisk until stiff. Gradually add the sugar as you continue whisking on full speed, until you have a stiff glossy mixture. Spread or pipe on the top of each cupcake and sit back in their tins.
4. Use a chef's blowtorch to brown the meringues or slide the tray under the grill. Watch carefully and remove when golden-brown.
5. Sprinkle with the freeze-dried strawberries.