

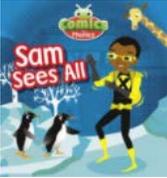
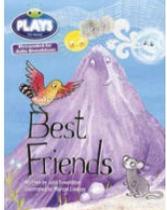
Weekly Overview for Online learning Year 3 - 11.01.21 - 15.01.21



<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 <u>Maths</u></p> <p>Monday- LI: We are learning to build on our previous knowledge to help us with our 8 times-table.</p> <p><u>Key questions for the week:</u></p> <p>How does knowing our 4 times table help us learn our 8 times table?</p> <p>What is the inverse operation for multiplication?</p> <p>How is sharing and grouping different?</p> <p><u>Vocabulary for the week</u></p> <p>Multiplication, division, sharing, grouping</p>	<p>Input Explain everything video input with opportunities for the children to answer questions. There is a powerpoint to support this.</p> <p>Task 2 differentiated worksheets to be provided using forms.</p>
	<p>Tuesday- LI: We are learning to divide</p>	<p>Input Explain everything video input with opportunities</p>

	using the 8 times-table.	for the children to answer questions. There is a powerpoint to support this. Task 2 differentiated worksheets to be provided using forms.
	Wednesday- LI: We are learning to explore the 8 times-table	Input Explain everything video input with opportunities for the children to answer questions. There is a powerpoint to support this. Task 2 differentiated worksheets to be provided using forms.
	Thursday- LI: We are learning to assess and apply the knowledge we have gained over this topic.	Input Explain everything video input with opportunities for the children to answer questions. There is a powerpoint to support this. Task 2 differentiated worksheets to be provided using forms.
	Friday- LI: We are learning to apply multiplication and division facts to compare numbers.	Go on Mymaths and complete the task assigned.  Comparing: how many times more?
English	Parents/Carers, please note the English lessons will be uploaded onto Google Classroom each day under <u>English</u> . 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 on paper. We may also include a Reading 3 in 3, which will stimulate their reading skills. Your child may be asked to complete these on paper and take a photo, or may have to complete the task on Google. 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 retrieving comprehension answers from the poem 'The Tummy Beast' (2b). Key Vocabulary Noun, believe, rhyme, react, retrieve, idea, beast, tummy.	Input Follow the PowerPoint Comprehension activity. Read the second page of the poem. Task - Questions should be answered in Google Docs and completed in full sentences. More detail and links will be on the task in

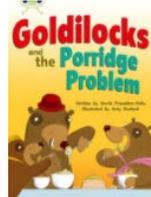
	<p>Key questions to support the lesson: What is a noun? What is an adjective? Can you identify any rhyme in the poem? What happens to the characters?</p>	<p>Google Classroom Links will be on the task in Google Classroom</p>
	<p>Tuesday - LI: We are learning to explore and create our own similes and metaphors using the poem 'The Tummy Beast'.</p> <p>Key Vocabulary Simile, metaphor, summarise, adjectives, clue,</p> <p>Key questions to support the lesson: What is a simile? What clues are in the sentence that show it is a simile? What type of poem is The Tummy Beast?</p>	<p>Input - Follow the PowerPoint and video guide You will create your own similes and metaphors using images from the poem to help you</p> <p>Task - You will write and create your own similes and metaphors in your books using the images from the poem on the board.</p>
	<p>Wednesday - LI: We are writing and creating our first draft of our beast poem. We are learning to peer assess and respond to feedback.</p> <p>Key Vocabulary Draft, personality, adjective, simile, metaphor, rhyme. onomatopoeia</p> <p>Key questions to support the lesson: How can you write about your beast in the shape of a poem? What features will you include to write a poem?</p>	<p>Input - Open up your drawing on the beast from last Friday 08.01.21. See the feedback given by the teacher. Using last Friday's beast that you created where you wrote words or phrases to describe it. 10 minutes at the start of the lesson should be ok for this starter.</p> <p>Task -. Once you have looked at last week's Friday's beast, and listed your own ideas on paper - , you can then type your draft poem on Google Docs and then self assess using the checklist.</p> <p>More detail and links will be on the task in Google Classroom</p>
	<p>Thursday - We are peer assessing other children's work from yesterday</p> <p>Key Vocabulary Peer assess, respond, features, descriptive vocabulary, beast, onomatopoeia</p> <p>Key questions to support the lesson: What is the purpose of peer assessment? How can it help you?</p>	<p>Input - Today you will be peer assessing some pieces of work - other children's poems.</p> <p>Task - Open the Google docs with examples of poems from children in year 3. Scaffolded peer assess 2 pieces. Non Scaffolded peer assess 3 pieces.</p> <p>More detail and links will be on the task in Google Classroom</p>

	<p>Friday -LI: We are continuing to up level our beast poem. We are typing our final version of the Beast Poem on a special document</p> <p>Key Vocabulary Similes, metaphors, onomatopoeia, improve</p> <p>Key questions to support the lesson: How did yesterday's peer assessment help you improve your poem today? What can you use to check you have completed your work to the best standard?</p>	<p>Input - Check over your beast poem. Are you happy with it?</p> <p>Task - Think about the changes you need to make and uplevel it on your final piece.</p> <p>Type it up onto special paper (on Google Classroom - Final)</p> <p>More detail and links will be on the task in Google Classroom</p>
<p>Reading - Bug Club</p> <p>Ensuring you complete your reading tasks that were set on Monday 4th</p> <p>Due date is 18.01.21</p> <p>(so you were given 2 weeks)</p> <p>Please ensure you complete them by the end of this week</p> <p>You will receive new reading tasks next week. on 18.01.21</p>	<p><u>LI: To read and respond to comprehension questions</u></p> <p><u>Continue working on the Reading and Writing Tasks that were set on 04.01.21</u></p> <p>Last week you were allocated a book for your colour band to read and answer questions on a book in Bug Club.</p> <p>If you haven't started that, please do.</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><u>The standard of this work will need to be the same as what you produce in school in your purple task books.</u></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>Blue Level- Sam sees all</p>  <p>Green Level - Best Friends</p> 

Orange Level - ***Goldilocks and the Big Mess***



Turquoise Level - ***Goldilocks and the Porridge Problem***



Purple Level - ***Stop that Dog!***



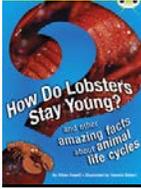
Gold Level - ***Cloudy with a chance of meatballs, Flint the inventor***



White Level - ***All At Sea***



Lime Level - ***A Volcano Wakes Up***

		 <p>Brown level- <i>How Do Lobsters Stay Young?</i></p>  <p>Grey Level -<i>Dinkin Dings and the Frightening Things</i></p> 
<p>Topic</p>	<p>LI: We are reflecting on what we know about Europe and what we want to find out.</p> <p>LI: We are learning about some important landmarks in Europe</p>	<p>This half term we will be learning about Europe.</p> <p>Please watch the video and go through the powerpoint. Then complete tasks on the google docs file and submit. .</p> <p>Tasks</p> <p>What do you already know about Europe?</p> <p>What questions do you have about Europe that you would like to find out about in this topic?</p> <p>Choose one of the six landmarks we have explored in today's lesson and research all about it online - Then write a paragraph all about your chosen land mark. Please make sure you write it in your own words and do not copy and paste information from the internet.</p>
<p>PSHCE/RE</p>	<p>Dream and goals</p> <p>LI: We are learning to reflect upon difficulties, challenges a person can overcome.</p>	<p>In today's PSHE lesson</p> <p>Go through the video input, there are times where you can pause the video to have a think</p>

	<p>Article 16- Right to privacy</p> <p>RE - Today's lesson will be an engagement lesson, before we start our new topic for this half term.</p>	<p>and reflect upon challenges and difficulties. Powerpoint will also be provided.</p> <p>Then complete the worksheet and discuss possible challenges and difficulties an individual has faced. Then discuss how someone can overcome challenges and difficulties. Differentiated sheets provided- ensure to use the vocabulary provided in the powerpoint.</p> <p>For RE, go through the PowerPoint</p>
<p>KS2 Only - Spanish</p>	<p>LI: I am learning the names of musical instruments in Spanish</p>	<p>Please log into Language Angels web site following the guidance in the video provided. Go through Lesson 2 slide show and then print out and complete the sheet from memory. Please then upload a photo of your work and submit.</p> 
<p>Wellbeing /Creative and Fun</p>	<ol style="list-style-type: none"> 1. Have a go at some cosmic yoga and celebrate our differences at the same time. https://www.youtube.com/watch?v=GM616bRA_uw 2. <i>Have you ever heard of a Self-Care Box?</i> <p>It can be comforting to have something small and beautiful in times like this. The box can be used as a resource and you can do/add things to it as and when needed.</p> <p><u>Here's how to make a self-care box:</u></p> <p>Using a cardboard box and other art materials you have at home (stickers, sellotape</p>	

and make your own stickers on paper, pencils or coloured pens), decorate the box while keeping in mind that this will be the home for small items of importance. Remember this is **your own box**, so you can use anything small. Decorate or line the box with positive statements about yourself. Write down a few positive statements and simply fold them and put them into the box to be read when needed
Examples of positive statements about yourself:

I am enough.
I get better every single day.
I am an amazing person.
All of my problems have solutions.
Today I am a leader.
I forgive myself for my mistakes.
My challenges help me grow.
I am perfect just the way I am.
My mistakes help me learn and grow.
Today is going to be a great day.
I have courage and confidence.

Use the box for items that provide comfort, like pictures of friends or family, certificates, merits, small gifts which you love, quotes or poetry, birthday cards, treasured jewellery or souvenirs, maybe a notebook and pen so you can write/draw.