

Weekly Overview for Online learning Year 3 - 18.01.21 - 22.01.21



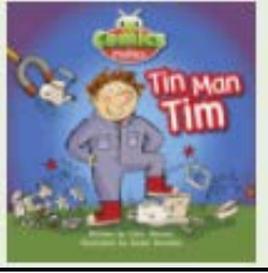
<p>Ongoing Practice</p>      	<p>Reading Eggs</p> <p>Spend approx 20-30 minutes a day on Doodle.</p> <p>Doodle English - complete daily tasks and stay in the green https://students.doodleenglish.com/</p> <p>Doodle Math - complete daily tasks and stay in the green. https://students.doodlemaths.com/</p> <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 compare statements.</p> <p><u>Key questions for the lesson:</u> How can we use different times-tables to check our answers? If you know your 4 times-table, how can you use this to work out your 8 times-table? What's the same and what's different about 8×3 and 7×4? How can we use arrays to help us compare statements? How can we check if statements are the same or different?</p> <p><u>Vocabulary for the lesson:</u> Multiplication Division Sharing Equal</p> <p>Input Your input will be a video explaining how we compare statements and the teacher going through a presentation with examples to discuss and work through. 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>	

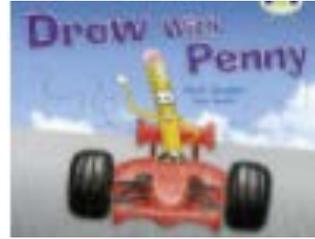
	<p>Same Different Arrays Total</p>	
	<p>Tuesday- LI: We are learning to identify related statements.</p> <p><u>Key Questions:</u> What multiplication facts do you already know? What is the same and what is different about the place value counters? How do number facts help us solve this problem? If we know these facts, what other facts do we know? How can we prove our answers?</p> <p><u>Vocabulary for the lesson:</u> Number fact Multiplication Division Sharing Total _ times bigger _ times smaller</p>	<p>Input The children will have a video of the teacher explaining what they need to do and how we identify related statements. It will discuss these relations in detail and how we can check our answers. The video will talk through examples and use images and animations to show the children lots of examples of how to use scaling and why we use it.</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>Wednesday- LI: We are learning to multiply 2 digit numbers by 1 digit numbers.</p> <p><u>Key Questions for the lesson:</u> How does multiplication link to addition? How does partitioning help you to multiply 2-digits by a 1-digit number? How does the written method match the concrete representation? Have we used any other mathematical skill to solve these sums? What is another way of checking our multiplication sums?</p> <p><u>Key vocabulary for the lesson:</u> Multiplication Repeated addition</p>	<p>Input The input will be a video explaining how two multiply 2 digit numbers by 1 digit number. 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 about how we solve this type of multiplication question. We will also be discussing repeated addition and how this can help us check our answers.</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>Column multiplication Partitioning Calculate Total</p>	
	<p>Thursday- LI: We are learning to multiply 2 digit numbers by 1 digit numbers with an exchange.</p> <p><u>Key questions for the lesson</u> Why have we partitioned 42 into 30 and 12 instead of 40 and 2? What do you notice about the partitioned numbers and the divisor? Why do we partition 96 in different ways depending on the divisor? How do we know if a group is equal? What do we understand about the word equal?</p> <p><u>Key Vocabulary</u> Partition Exchange Tens Ones Multiply Divisor Sharing Equal</p>	<p>Input There will be a video explaining key terms and examples of how we solve multiplication sums using an exchange. The video and presentation will explain how children can solve these sums and how we can check our answers. We will also be looking at how exchanging is used for multiplication and how we can partition numbers in order to achieve the same answer.</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>Friday- LI: We are learning to answer multiplication sums by using word problems.</p>	<p>Go to MyMaths and complete the lesson which has been assigned to your class.</p> <p>Word Problems</p>
English	<p>Parents/Carers, please note the English lessons will be uploaded onto Google Classroom each day under <u>English</u>.</p> <p>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</p> <p>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.</p>	
	<p>Monday- LI: We are learning to create our</p>	<p>Input</p>

	<p>own quest story for our cold task.</p> <p>Key Vocabulary</p> <p>Quest story Adventure Features Settings Problem resolution</p> <p>Key questions to support the lesson: What are the features of a quest story? How many settings were there during the quest story?</p>	<p>Your input will be a video input in which your teacher will explain what you need to do.</p> <p>The powerpoint will also be provided for you to go through.</p> <p>Youtube video of the story 'The way back home'. https://www.youtube.com/watch?v=y5yYd6lssGg</p> <p>Task</p> <p>Your first task will be to complete the quiz form as a starter activity.</p> <p>You will then need to watch the video of the story 'The way back home'.</p> <p>Then you will need to watch the video input and think about the features of the quest story.</p> <p>You will then be creating your own quest story for your cold task- Remember because it is a cold task, you need to work on it independently. Do not worry if you do not know what a quest story is yet as this is what you will learn in the next few weeks. Remember like we do in school and then we compare our cold task to our hot task that we will complete at the end of the topic and we can see how much we have learnt.</p>
	<p>Tuesday - LI: We are learning to infer predictions about a book.</p> <p>Key Vocabulary</p> <p>Firework Girl Daughter Volcano Illustration</p> <p>Key questions to support the lesson:</p> <p>Who is on the front cover of the book? What is the title of the book?</p>	<p>Input - Watch the video input which will explore and unpick ideas using the front cover of the book 'The firework maker's daughter'. This will be our new book for this topic.</p> <p>Task - You will complete your 3 in 3 quiz form. Then complete your worksheet. You will need to answer questions regarding your prediction of the book.</p>

	Who is the author of the book?	
	<p>Wednesday - LI: We are learning to identify how a quest story is introduced.</p> <p>Key Vocabulary Setting Beginning Introduction Character Adjectives Similes Metaphors</p> <p>Key questions to support the lesson: Where was the story set? Which time period was the story set in? Which adjectives were used to introduce the setting? How was the character introduced?</p>	<p>Input - You will need to watch the video input which will explore the text and give you opportunities to think about questions asked.</p> <p>Task -</p> <p>You will need to complete the 3 in 3 quiz form You will need to explore and unpick how the story was introduced. Then create your own setting description using adjectives, similes and metaphors.</p>
	<p>Thursday - LI: We are learning to identify/ explain how a meaning is enhanced through choices of words and phrases (2g) LI: We are learning to summarise main ideas from a chapter (2c)</p> <p>Key Vocabulary Genre, summary, characters, thousand, journey</p> <p>Key questions to support the lesson: It is written in the style of a traditional tale – if this is a traditional tale, what other features might be included? A journey, magic, talking animals, special numbers (3 or 7), a message?</p> <p>How does the author describe the characters? How does the language the author use form our thoughts and opinions?</p> <p>What word choices have enabled the author to do this?</p>	<p>Input - Open the Video Guide for Thursday Complete the 3 in from the PowerPoint on paper</p> <p>Task - You will answer questions related to chapter 1. So make sure you open the PDF copy of Chapter 1 - listen to the audio recording and follow along.. You will the also draw out a sequencing frame, showing the sequence of events in this chapter, once you have completed this on paper, please submit your work (an example of a sequencing frame will be on Google classroom) It must be drawn out on paper, to maintain your ruler and drawing skills.</p> <p>More detail and links will be on the task in Google Classroom</p>

	<p>Friday -LI:We are learning to identify different word classes from an extract in a book.</p> <p>Key Vocabulary Nouns, adjectives, prepositions, conjunctions, fronted adverbials, verbs, adverbs</p> <p>Key questions to support the lesson: What is a word class? What are adverbials of time, cause and place?</p>	<p>Input - Go through the video and follow through the PowerPoint, follow through the PDF.</p> <p>Task - Complete the quiz on word classes and complete the worksheet where you will highlight the word classes from the extract of Firework Maker's Daughter</p> <p>More detail and links will be on the task in Google Classroom</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><u>New book and new tasks this week!</u></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>

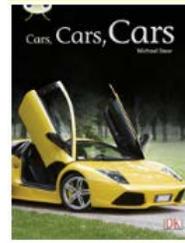


Blue Level-

Green Level-

Orange Level -

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



Purple Level - ***Time to Time Travel***



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



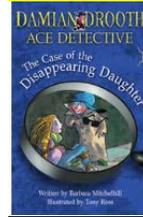
White Level - ***Birds of Prey***



Lime Level - ***Bugs in our Homes***



Brown level- ***Daimian Drooth Ace Detective***



Grey Level - ***Future Transport by Air***



Science

LI: We are learning to identify sources of light

Key Vocabulary

Input

This week we are starting our topic and learning about different sources of light.

	<p>Light source, natural, artificial, absence of light,</p> <p>Key questions to support the lesson: What is a light source? Is the moon a source of light? How about the light on your TV, or in the house? What is artificial light?</p>	<p>Step 1: Please go through the PowerPoint with care</p> <p>Tasks</p> <p>Step 2: Complete the quiz.</p> <p>Step 3: Open the correct worksheet (Scaffolded or non scaffolded) and complete.</p> <p>One the first page is a list of objects with a picture. On the next page is a table for you to complete. Please write the name of each object in the correct box according to the heading of the box. .</p> <p>Always remember to submit your work when you have completed it.</p>
<p>PSHCE/RE</p> 	<p>Dream and goals LI: We are learning to identify a dream or ambition that is important to me. We are learning to describe how I will feel when I achieve my dream or ambition</p> <p>RE - We are learning about the deities in Hinduism and their importance to Hindus</p>	<p>In today's PSHE lesson Go through the video input, there are times where you can pause the video to reflect upon your dreams and goals. Powerpoint will also be provided.</p> <p>Then complete the worksheet and discuss possible dreams and goals. You will explore how it would feel to complete these goals and dreams.</p> <p>Differentiated sheets will be provided.</p> <p>Input Go through the video, PowerPoint and input for this lesson</p> <p>Task Complete the quiz on quizlet to see what you have learnt</p> <p>Complete the worksheet on Google Classroom</p>

<p>KS2 Only - Spanish</p>	<p>LI: I am learning the names of musical instruments in Spanish</p>	<p>Here are the words we will be learning this week.</p>  <p>Please log into Language Angels and go through the slideshow for week 3.</p> <p>Then log into Quizlet and have a go with the flash cards and games.</p> <p>https://quizlet.com/_98mug0?x=1jqt&i=1cl3a3</p> <p>Finally, print out and complete the two work sheets by hand and take a photo of your work to submit to your teacher.</p> <p>There is a step by step video for you to go through which will explain how to complete everything.</p>
<p>Wellbeing /Creative and Fun</p>	<ol style="list-style-type: none"> 1. Have a go at some balancing work and practice your agility. https://www.bbc.co.uk/teach/class-clips-video/physical-education-ks1-ks2-lets-get-active-lava-zone-balance-agility-coordination-skills/zdqgvk7 2. Keep up your fitness by having a go at the following link: https://www.bbc.co.uk/teach/class-clips-video/physical-education-ks1-ks2-lets-get-active-simple-indoor-track-and-field-challenges/z4c2bdm 3. Have you ever played Name Place Animal Thing with your family? 	

Name	Place	Animal	Thing	MARKS

How to Play Name, Place, Animal, Thing

1. On a sheet of scrap paper, copy the above down (draw lines to create the table)
2. First write all the 26 letters of the alphabet in a bit of paper, jumble them up. Turn them upside down. Make sure they are mixed up.
3. Each person will take it in turns to pick a letter. Have a timer ready. Could be 30 seconds to give everyone a chance to start.
4. You all have 30 seconds to come up with a name, place, thing & animal with the chosen letter at the beginning. Example if R is picked, you could write Ryan, Rome, Rat, Rocket.
5. If you can't think of something for the letter in each section, skip it and come back to it before the countdown.
6. All players should finish before the countdown.
7. Check your answers collectively.
8. For every correct answer, the player is rewarded 2 points.
9. If any two players get a common (same) answer, then 1 point should be rewarded.
10. If the answer is not accepted (eg. if the name of the animal does not exist), or if there is no answer for a section, the player is rewarded 0 points.

After going through the whole alphabet, then everyone counts their totals - then announce the winner!