

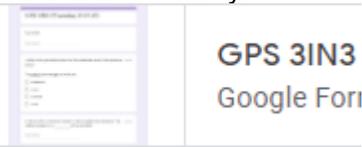
Weekly Overview for Online learning Year 3 - 01.02.21 - 05.02.21



<p>Ongoing Practice</p>      	<p>Reading Eggs</p> <p>Spend approx <b>20-30 minutes a day</b> on Doodle.</p> <p><b>Doodle English</b> - complete daily tasks and stay in the green  <a href="https://students.doodleenglish.com/">https://students.doodleenglish.com/</a></p> <p><b>Doodle Math</b> - complete daily tasks and stay in the green.  <a href="https://students.doodlemaths.com/">https://students.doodlemaths.com/</a></p> <p><b>Doodle Spell</b> - complete daily tasks and stay in green.  <a href="https://students.doodleenglish.com/spell">https://students.doodleenglish.com/spell</a></p> <p><b>Times tables Rockstars</b> - 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 <a href="#">Maths</a></p> <p><b>Monday</b>- LI: We are learning to count money using pence.</p> <p><u>Key questions for the lesson:</u>          What is different about the coins you have counted?          Is the group with the most coins always the biggest amount? Why?          What do you notice about the totals?          Are silver coins always worth more than copper coins?          What different ways can you count the coins?          Which is the quickest way?          Can we use different coins to make different values?</p> <p><u>Vocabulary for the lesson:</u>          Pence          Amount          Value          Total</p>	<p><b>Input</b></p> <p>The children will have a video and presentation of what we will be learning and what new vocabulary we will be looking at. The presentation will be talked through with a teacher and the presentation will also be uploaded as a separate file for reference if needed. We will discuss the different coins (1p, 2p, 5p, 10p, 20p, 50p) and children can complete the examples or activities on the presentation.</p> <p><b>Task</b></p> <p>The task will be a Google Forms sheet which children will need to complete. Please make sure you are reading the instructions carefully when completing the form.</p> <p>Count the money.</p>  

	<p>Greater than Less than Compare</p>	
	<p><b>Tuesday-</b> LI: We are learning to count money using pounds.</p> <p><u>Key Questions for the lesson:</u> Do the notes have a greater value than the coins? Which is the hardest to count? Why? Which is the easiest? Why? What do you notice about the amounts? Does it matter which side the equals sign is? Can you find the total in a different way?</p> <p><u>Key vocabulary for the lesson:</u> Total Value Pounds Pence Notes Coins Equal Amount Greater than Less than</p>	<p><b>Input</b> The input will be a video presentation showing children the different notes we have and their values. The presentation will go through different examples and activities where children will be able to pause and work through each of these tasks. The presentation will also be uploaded to use for reference if needed.</p> <p><b>Task</b> Your task will be a Google forms quiz with questions about using pounds. Please make sure you read the instructions at the top of the form before completing it. Match the money to the correct total.</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  £25         </div> <div style="text-align: center;">  £60         </div> <div style="text-align: center;">  £10         </div> </div> <p>Which is the odd one out? Explain why.</p>
	<p><b>Wednesday-</b> LI: We are learning to count using both pounds and pence.</p> <p><u>Key questions for the lesson</u> What is the value of the coin/note? What does p mean? Why do we have different values of coins and notes? What's the difference between £5 and 5p? How much pence makes up £1?</p> <p><u>Key Vocabulary</u> Pence Value Total Pounds Difference Coins Notes</p>	<p><b>Input</b> There will be a video presentation where children will be able to identify how we count pounds and pence and how this amount is represented. The video will go through different examples which the children will be able to complete as they watch the video. The presentation will also be uploaded for reference.</p> <p><b>Task</b> Your task will be a Google forms quiz with a variety of money questions. How much money does the jar contain?</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <p>The jar contains £___ and ___ p.</p>  </div>

	<p><b>Thursday</b>- LI: We are learning to convert pounds and pence.</p> <p><u>Key questions for the lesson</u>          How many pennies are there in £1?          How can this fact help us to convert between pounds and pence?          How could you convert 600p into pounds?          How could you convert 620p into pounds?          What is the easiest way to convert pounds to pence?          Is there a way we can check our answers?</p> <p><u>Key Vocabulary for the lesson</u>          Pounds          Pence          Convert          Value          Total          Amount</p>	<p><b>Input</b></p> <p>The children will have a video and presentation to watch and work through with a variety of different examples as to how we convert money using pounds and pence. It will introduce the key vocabulary and methods we use to convert money. The powerpoint will also be uploaded for extra reference.</p> <p><b>Task</b></p> <p>There will be a Google Forms quiz to complete with a variety of different questions for the children to work through.          Write each amount in pounds and pence.</p> <p style="text-align: center;">165p    234p    199p    112p    516p</p>
	<p><b>Friday</b>- LI: We are learning to solve money problems.</p> <p><u>Key questions for the lesson</u>          What is the value of each coin?          What is the value of each note?          How many pennies make £1? How do we know?          How can we check our answers?          How can we check what change is left over?</p> <p><u>Key Vocabulary for the lesson:</u>          Total          Pence          Notes          Pounds          Altogether          Value          Change</p>	<p><b>Go to MyMaths and complete the lesson which has been assigned to your class.</b></p> <p><a href="#">Introducing money</a></p> <p><b>Input:</b></p> <p>Go through the MyMaths lessons and complete the questions assigned to you.          Ellie has 31p in one pocket and finds 51p in another pocket.  <b>How much does she have now?</b></p> <p style="text-align: center;">Ellie has <input type="text"/> p    [2]</p> 
English	Parents/Carers, please note the English lessons will be uploaded onto Google Classroom each day under <u>English</u> .	

	<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><b>Monday-</b> LI: We are learning to retrieve from a text. LI: We are learning to analyse a quest narrative.</p> <p><b>Key Vocabulary</b></p> <p>Lila</p> <p>Lachland</p> <p>Chulak</p> <p>Problem</p> <p>Obstacle</p> <p>Resolution</p> <p>Quest narrative</p> <p><b>Key questions to support the lesson:</b></p> <ol style="list-style-type: none"> <li>1. What is a quest narrative?</li> <li>2. Which features of a quest story does Firework maker's daughter have?</li> <li>3. What do you think Leila's quest is?</li> </ol>	<p><b>Input</b></p> <p>In today's lesson we will be exploring what makes a quest narrative and we will also start exploring what Lila's quest is. When referring to Lila's quest, we are discussing her 'aim, goal, mission, her long search for something'.</p> <p>To help us do this we will reflect on a story we already know where a character goes on a journey to find something. For example, in The Wizard of Oz, what is the character on a search for and what is her journey like? Does she meet other characters? Does she face obstacles on her journey?</p> <p><b>Task</b></p> <p>Your first task will be to complete the quiz form as a starter activity.</p> <div data-bbox="959 1171 1321 1318">  </div> <p>You will then need to go to your worksheet which is a google docs document. There are extracts from the book in this document and you will need to answer questions about these extracts. These questions will help you retrieve information about Lila's quest.</p>



**Tuesday** -LI: We are learning to identify problems and create solutions.

### Key Vocabulary

Lila

Lachland

Chulak

Problem

Obstacle

Resolution

Mount Merapi

### Key questions to support the lesson:

1. What does Lila need to do to overcome her problems?
2. What are the problems/obstacles that the characters face?
3. How do you think these obstacles can be resolved?

**Input** - After exploring Lila's quest yesterday you would have identified what she is searching for on her long journey.

On Lila's journey she hits obstacles that hinder her adventure/quest.

What is an obstacle?



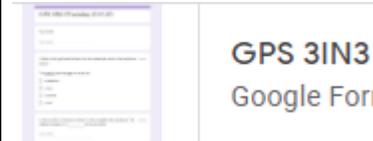
An obstacle is a **problem** that can hinder or provides a challenge on your journey.

Can you think of an obstacle that you have faced?

In the video input, I will show you an example from the book in which Lila faces an obstacle and how she could overcome it.

Coming up with your own solutions will support you when you are writing your very own quest stories.

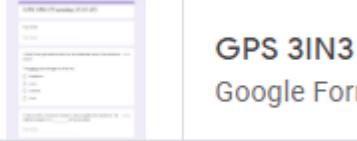
**Task - You will complete your 3 in 3 quiz form.**



**You will then open up your own workbook using google slides. In your own workbooks you will have extracts from the book.**

**You will have to identify the obstacle and create your own solution.**

**An example is below:**

		<p>The size of the great mountain made her gasp. It was far away on the very edge of the world, but even so it reached halfway up the sky, with the bare sides rising in a perfect cone to the glowing crater at the top...How can I ever get there? She wondered, and felt her heart quail. But she has chosen to make the journey.</p>  <p><b>What is the obstacle?</b> <b>What problem is Lila facing?</b></p> <p><b>What could the resolution be?</b> <b>How can she solve the problem?</b></p>
	<p><b>Wednesday</b> - LI: We are learning to use prepositions in our writing</p> <p><b>Key Vocabulary</b></p> <p>Above</p> <p>Across</p> <p>Against</p> <p>Beside</p> <p>Under</p> <p>Among</p> <p>Around</p> <p>Beneath</p>	<p><b>Input</b> - In the video input, we will go through what a preposition is and when you can use a preposition. During the video input you will have to pause the video and answer questions on paper. This will have to be self checked, the answers will be provided during the video input.</p> <p><b>Task</b> -</p> <p>You will need to complete your GPS 3in3 form.</p>  <p>You will then need to create a poster showcasing your understanding of what a preposition is. For example, you can draw a room in your house and describe where everything is showing off your knowledge on prepositions.</p>

**Key questions to support the lesson:**

What is a preposition?

When can a preposition be used to describe time?

When can a preposition be used to describe where something is?

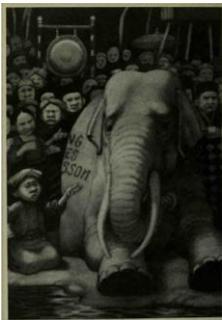
**IN** 1960 monsoon october the night

**ON** Monday Halloween 1st of May

**AT** 5 O'clock sunrise the moment

Illustrated by Zainab J

Remember this work on prepositions will be extremely useful for when you start writing your quest story.



**Thursday** - LI: We are learning to use inference to illustrate a picture from a text and summarise a section in a text in our own words

**Key Vocabulary**

- summarise
- Infer
- retrieve
- noble
- slogan
- frivolous

**Key questions to support the lesson:**

What does commotion mean?

How does inference us with our reading?

Do you understand the words in the text?

**Input** - Please

Firstly, go through the video guide for today's lesson to find out what inference is

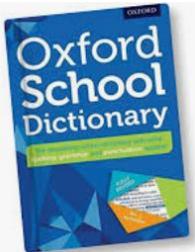
**Task** -

You will need to complete your GPS 3in3 form.

After completing the GPS, please open today's Video guidance.

The teacher will read a section of a chapter to you. You will then draw what you can see on a paper, answer some questions about inference and then summarise a section in your own words. To be even more ambitious in your writing, you will add amazing adjectives, verbs, adverbs to enhance your writing. If you use ambitious vocabulary and your class teacher is impressed, you will be awarded Dojo points.

There will be sheets assigned to your task on the day. Remember to upload a photo of the

		picture you draw to the task.
 <p><b>word HIPPO</b></p> <p>What goes wrong?</p> 	<p><b>Friday</b> - LI: We are learning to find word meanings using a dictionary to enhance our writing</p> <p><b>Key Vocabulary</b></p> <p>gourd Meaning Shrub Pummeled Tumbled Parched cavern</p> <p><b>Key questions to support the lesson:</b></p> <p>What is a gourd?</p> <p>How can a dictionary help us with our reading and writing?</p> <p>What challenge with your character in your own quest story face?</p>	<p><b>Input</b> - Firstly, please complete the Doodle Spell Extra</p> <p>The /n/ sound spelt kn and gn, for example in the word 'knock'.</p> <p>Next, go through the video guide for today's lesson. Class teacher will read some pages from the book and identify some new words.</p> <p>You will be shown how to use a dictionary website (if you don't have a dictionary) and also guided on how to use a dictionary if you have one.</p> <p><b>Task</b> - Today we will be searching for meanings of tricky words from 'The Firework Maker's Daughter' in a dictionary. You will search the meanings and enter the definitions into the Google Document</p> <p>Extension: Thinking of your own quest story that you will write in a few weeks, write a few sentences about the obstacle your character will face on their quest/journey. Remember how Lila had to face the pirates? They were a barrier/obstacle for Lila, how about in your quest story? Use a dictionary to find some ambitious words to describe what problem/barrier/obstacle your character will face. (5-6 sentences)</p> <p>You can even use the synonyms on <a href="https://www.wordhippo.com">https://www.wordhippo.com</a> to find alternative words)</p>
<p><b>Reading</b> - Bug Club</p> <p>New tasks</p> <p><b>Due date:</b> 22nd Feb 2021 (after half term)</p> <p>(so you have more than 2</p>	<p><b><u>LI: To read and respond to comprehension questions</u></b></p> <p><b>You have been assigned a new book, plus a reading and writing task</b></p> <p>This week you have been allocated a book for <b>your colour band</b> to read and answer questions on a book in Bug Club.</p> <p>Make sure you work on this each day.</p>	<p><b>Please only hand in your own colour band - even though the other ones may say missing. It is important you complete and hand in only your own colour band tasks.</b></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"> <li>1. Read the book</li> <li>2. On google docs answer the questions - giving evidence <b>from the book</b> to</li> </ol>

weeks)

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.

**The standard of this work will need to be the same as what you produce in school in your purple task books.**

support your answer.

3. Complete the written task underneath your questions.
4. Return the completed task.

Pink Level- ***Cat is sleeping***



Yellow Level- ***Zip and Zap and the thing***



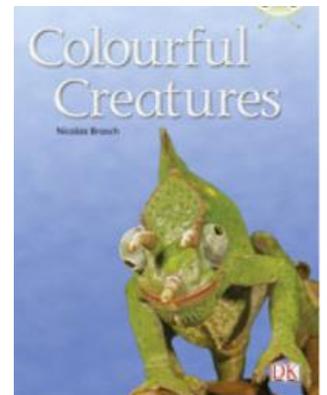
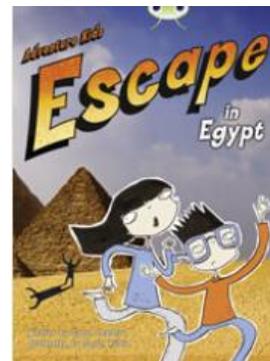
Blue Level- Zeke and the Big Sandcastle



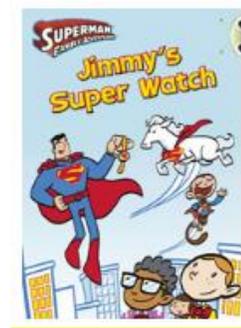
Green Level- Missing Milly



Orange Level - Escape in Egypt and Colourful Creatures



Turquoise Level - Jimmy's Super Watch.



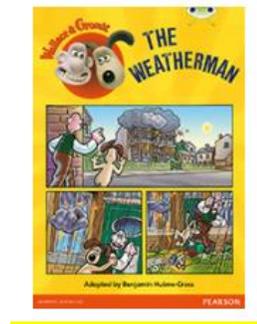
Purple Level - ***Yun and the fire demon***



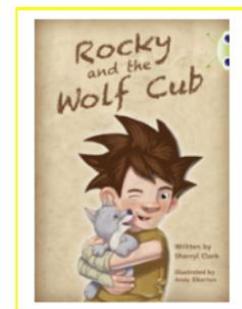
Gold Level - ***The Truth about Fish and Chips***



White Level - ***Wallace and Gromit - The Weatherman***



Lime Level - ***Rocky and the Wolf Club***



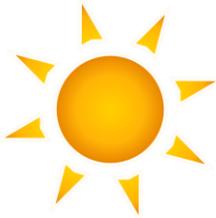
Brown level- Flash the dog



Grey Level - Pet Finders Underground



## Science Light



**LI: We are learning to test several different materials to find out which one is the most reflective.**

### Key Vocabulary

light, source, dark, reflect, see, illuminate, visible, reflective

### Key questions to support the lesson:

Can I explain reflection?  
Can I identify reflective materials?  
Can I select the most reflective material for a purpose?

## Input

Please watch through the Video lesson exploring continents and detailing tasks.

Take an opportunity to explore Video lesson of reflective light from bbc bitesize.

You can also watch the video of Mr. Short trying out the test himself.

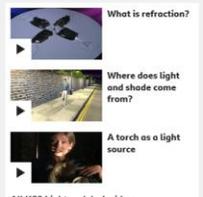
### The use of reflective materials for safety

Part of [Science](#) | [Light and dark](#)

Duration 01:52

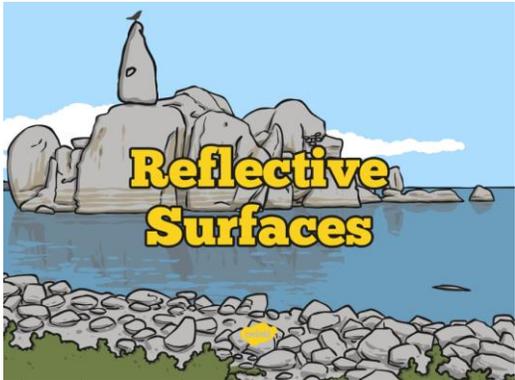


#### More Clips



All KS2 Light and dark videos

Go through the powerpoint that is used in the video lesson at your own pace.



**Tasks**

Please complete the two worksheets you may print them out and answer by hand and then submit a photo of your work .

LI: To test several different materials to find out which one is the most reflective  
Testing stage

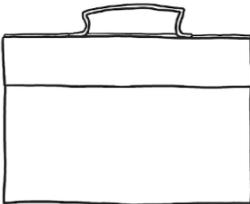
You have been asked to help choose the best material for a reflective strip to make the Brilliant Bag Company's new school book bag safer for children when walking in the dark

Please complete the white boxes

What materials will you test? Choose six					
Which material do you think will be the most reflective ? Why?					
Put the materials you have tested in order from the most reflective to the least.					
most					least

LI: To test several different materials to find out which one is the most reflective  
**Report stage**

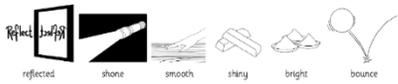
You should now know which material is best for the Brilliant Bag Company to use as a reflective strip. Draw your chosen material where you think the reflective strip should be on the book bag below. Please remember to label it to show which material you have chosen.



Please complete the white boxes

I chose this material because.....
This material feels and looks.....

You may want to use the words below for ideas.



reflected    shone    smooth    shiny    bright    bounce

**PSHCE**



**Jigsaw- Dream and goals**

This week's article: **Article 31 - Rest, play, culture, arts**

**LI: We are learning to enjoy facing a new learning challenge and design a garden for someone that faces a challenge.**

**Vocabulary**  
**Goal - a result that someone plans and works hard to achieve**

**Design - a plan or drawing showing how something will look or how it will be used**

**Key questions to support the lesson:**

Have a think about people that have to use something to help them, walk, see or hear?

Have a think about people that do not have a safe outside space?

**Input**

This lesson will be following on from the last lesson discussing your garden design. You will have to look back at last week and see which items you chose to include in your garden.

In the input video, you will see an example of a garden design for someone that uses a wheelchair. I will explain why I have chosen certain items for my garden in the video.

**Task**

Your task will be to design and draw a garden on paper (you will then have to upload to a google docs, instructions on how to do this will be provided on a video).

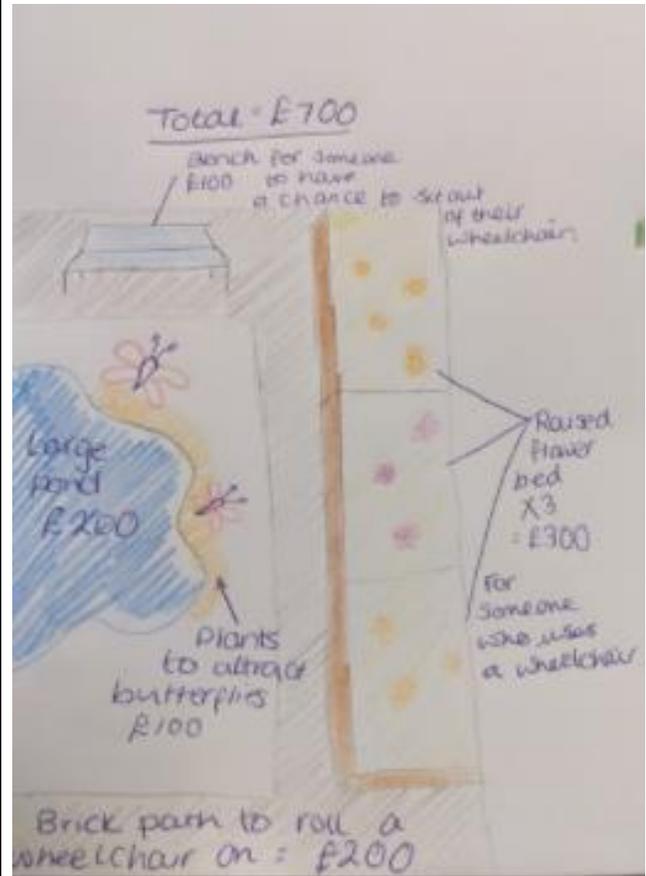
You will then have to label items in your garden from the list you created last week. You will need to include the price for the garden and include annotations explaining why you have added certain items.

For example, I have included a raised flower bed in my garden as I am designing my garden for someone in a wheelchair. A raised flower bed will allow them to easily work on their flower bed without it having to be a big challenge.

What is your outside space like?



Here is an example of a garden design-



R.E



LI: We are learning what Upanishads are and creating our own version for someone or something we admire and love

**Key Vocabulary**

Upanishad  
Ancient  
Brahman  
Worship  
Poet

**Input:**

You will be introduced to an Upanishad. Please follow through the PowerPoint for today's lesson. The Upanishads are some of the sacred books of the Hindu people. The Upanishads are part of a large collection of sacred books of Hindu people, called the Vedas.

**Task:**

Your task is create your own version of an Upanishad. Can you think of writing your own

Poem

**Key questions to support the lesson:**

- What is an upanishad?
- Why is it important for Hindus?
- Who is important in your life?
- What qualities do they have that you admire?

poem in the same format about any of the following:

- The god you worship
- A famous person you admire and adore
- About a different religion/faith
- Someone very close to you (parent, sibling)

What qualities do you admire about this person/god//family member/being you love and admire? How do they make you feel? Use similes to describe them, use amazing adjectives to express your feelings towards them...

**KS2 Only - Spanish**



LI: We are learning the names of musical instruments in Spanish and to use the correct article (la, el or los.)

**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 with the articles we will be learning this week.



Please log into Language Angels and go through the slideshow for week 5.

This week are learning how articles (the) work in spanish and when we use el, la or los.

		<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 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>Please complete the google forms quiz on the articles - do your best to answer from memory and not look at the sheets.</p>
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Wellbeing /Creative and Fun



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

- Can you create a sustainable musical instrument? This means you need use items you already have at home!  
Your musical instruments can be as simple as filling glasses with different amounts of water in it. You then get a metal spoon and task the side of each glass, making a different sound from each glass.



Or you could get a cereal box or shoe box and elastic bands and create a guitar!



Here is a video of how people in Paraguay are using rubbish to make amazing instruments. Check out the video here and upload your photos of playing your instrument.

<https://www.youtube.com/watch?v=8Nmckhhs-l>

2. Can you follow The wizard of Oz yoga? Remember we are learning about quest stories in English, do you think Wizard of Oz has features of a quest narrative?

[https://www.youtube.com/watch?v=j\\_3weVPH0-U](https://www.youtube.com/watch?v=j_3weVPH0-U)

