







Weekly Overview for Online learning Year 3 - 22.02.21 - 26.02.21



<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 <b>Maths</b></p> <table border="1" data-bbox="376 1115 1580 1875"> <tr> <td data-bbox="376 1115 928 1875"> <p><b>Monday</b>- LI: We are learning how to create tally charts.</p> <p><u>Key questions for the lesson:</u>                      What do you notice about how tally charts are presented?                      How would we count these?                      How would you show 6, 11, 18 as a tally?                      Why do we draw tallys like this?                      When do we use tallys?                      Why might we use tally charts?</p> <p><u>Vocabulary for the lesson:</u>                      Tally chart                      Table                      Total                      Altogether                      More                      Less                      Difference</p> </td> <td data-bbox="935 1115 1580 1875"> <p><b>Input</b>                      The children will have a video and presentation of what we will be learning and what new vocabulary we will be looking at as we are starting a new maths topic. The video will have key vocabulary underlined and example questions for the children to pause and work through. There will also be a set of starter questions for the children to work through before starting the main lesson. Both the video and presentation will be uploaded to Google Classroom for further reference if needed. There will also be a short video explaining how to create a tally chart on Google Docs.</p> <p><b>Task</b>                      The task will be a Google document which the children can complete either online or printed out. This will have a variety of questions where the children can practice their fluency and reasoning.</p> </td> </tr> </table>		<p><b>Monday</b>- LI: We are learning how to create tally charts.</p> <p><u>Key questions for the lesson:</u>                      What do you notice about how tally charts are presented?                      How would we count these?                      How would you show 6, 11, 18 as a tally?                      Why do we draw tallys like this?                      When do we use tallys?                      Why might we use tally charts?</p> <p><u>Vocabulary for the lesson:</u>                      Tally chart                      Table                      Total                      Altogether                      More                      Less                      Difference</p>	<p><b>Input</b>                      The children will have a video and presentation of what we will be learning and what new vocabulary we will be looking at as we are starting a new maths topic. The video will have key vocabulary underlined and example questions for the children to pause and work through. There will also be a set of starter questions for the children to work through before starting the main lesson. Both the video and presentation will be uploaded to Google Classroom for further reference if needed. There will also be a short video explaining how to create a tally chart on Google Docs.</p> <p><b>Task</b>                      The task will be a Google document which the children can complete either online or printed out. This will have a variety of questions where the children can practice their fluency and reasoning.</p>
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Complete the tally chart.

Favourite Colour	Tally	Total
Blue		
Red		
Yellow		
Green		

What does the data tell you? Tell me the story.

**Tuesday-** LI: We are learning how to create pictograms representing the value of 2, 5 and 10.

Key Questions for the lesson:

- If a symbol represents 2, how can you show 1 on a pictogram?
- How can you show 5?
- How can you show any odd number?
- When would you use a picture to represent 10 objects?
- Why do we use pictograms?
- When do we need to use pictograms?
- What can a pictogram represent?

Key vocabulary for the lesson:

- Pictogram
- Value
- Half
- Odd
- Even
- Tally chart
- Symbol
- Data

**Input**

The children will have a video and presentation of what we will be learning and what new vocabulary we will be looking at.

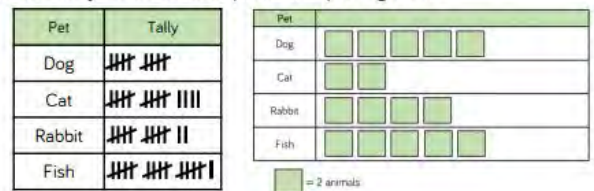
The video will have key vocabulary underlined and example questions for the children to pause and work through and will go through what pictograms are and how we can create these tables.

There will also be a set of starter questions for the children to work through before starting the main lesson. Both the video and presentation will be uploaded to Google Classroom for further reference if needed.

**Task**

The task will be a Google document which the children can complete either online or printed out. This will have a variety of questions where the children can practice their fluency and reasoning.

Use the tally chart to complete the pictogram.



**Wednesday** - LI: We are learning how to interpret data from bar charts.

Key questions for the lesson

- What's the same and what's different about the pictogram and the bar chart?
- How does the bar chart help you understand the information?
- Which scale should we use when drawing a bar chart?

**Input**

The children will have a video and presentation of what we will be learning and what new vocabulary we will be looking at.

The video will include example questions for the children to pause and work through and will recap the previous lesson. We will work through the key questions and show the children how to interpret bar charts and what these charts can

How can we decide whether to have a scale going up in intervals of 1, 2, 5 or 10?  
 What other questions could you ask about a bar chart?  
 Why might we use a bar chart?  
 What do bar charts represent?

Key Vocabulary for the lesson

- Bar chart
- Tally chart
- Pictogram
- Value
- Scale
- Intervals
- Interpretation
- Axis
- Labels

show.

Both the video and presentation will be uploaded to Google Classroom for further reference if needed



**Task**

The task will be a Google Forms sheet which children will need to complete. This will include a variety of questions where children will be able to practise their problem solving and fluency.

LI: We are learning to read and interpret information from bar charts.

Please take great care when writing in your answer to the question. Do not include a space at the beginning just the number in numerals. For example- Question: What is two times three? Answer: 6

If you are asked to write words please write the word starting with a capital letter and do not include any spaces. For example: Chips

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

Please write down your first name

Short answer text

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Fluent in Five

Try to complete the following four questions in under five minutes using mental calculations:

600x5=

Short answer text

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820+10=

Short answer text

**Thursday** - LI: We are learning how to interpret data from Tables.

Key questions for the lesson

What's the same and what's different about the pictogram and the bar chart and tables? How does the table help you understand the information?  
 How can we decide whether to have a scale going up in intervals of 1, 2, 5 or 10?

**Input**

The children will have a video and presentation of what we will be learning.

The video will have key learning points including example questions for the children to pause and work through and will recap the previous lesson. We will work through the key questions and show the children how to interpret tables and what these tables can show.

What other questions could you ask about a table?

Why might we use a table?

What do tables represent?

[Key Vocabulary for the lesson](#)

Bar chart

Tally chart

Pictogram

Value

Scale

Intervals

Interpretation

Axis

Labels

Both the video and presentation will be uploaded to Google Classroom for further reference if needed



### Task

The task will be a Google Forms sheet which children will need to complete. This will include a variety of questions where children will be able to practise their problem solving and fluency

The screenshot shows a Google Form with the following content:

**LI: We are learning to read and interpret information from tables.**

Please take great care when writing in your answer to the question. Do not include a space at the beginning just the number in numerals. For example- Question: What is two times three? Answer: 6

If you are asked to write words please write the word starting with a capital letter and do not include any spaces. For example: Chips

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

Please write down your first name

Short answer text

Fluent in Five

Try to complete the following four questions in under five minutes using mental calculations.

60x15=

Short answer text

80+4=

Short answer text

**Friday**-.LI: We are learning to interpret and create data using bar charts and pictograms.

Key questions for the lesson

What do bar charts show? How can we use this data?

What is the purpose of a tally chart?

How do we draw these tables?



What do we need to remember when drawing charts?

How can we decide what scale to use?

### Input and task

Your task is to log onto MyMaths and complete the lesson that has been assigned to you. There is a picture below of what the lesson and task is called.

[Pictograms and bar charts](#)

	<p>Why do we need to label the axis on bar charts?</p> <p><u>Key Vocabulary for the lesson:</u>  Bar chart  Tally chart  Pictogram  Value  Scale  Intervals  Interpretation  Axis  Labels</p>	
<p>English</p>	<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><b>Monday- LI:</b> We are learning to make predictions based on a picture</p> <p><b>Key Vocabulary</b></p> <p>Prediction</p> <p>Characters</p> <p>Background</p> <p>Believe</p> <p>Maybe</p> <p><b>Key questions to support the lesson:</b></p> <ol style="list-style-type: none"> <li>Where have the two characters come from?</li> <li>Where are they going?</li> </ol>	<p><b>Input</b></p> <p>In today's lesson we will discuss what a prediction is. We will explore how we can use what we know to make an educated guess about what may be happening in the image.</p> <p><b>Task</b></p> <ol style="list-style-type: none"> <li>Look at the image for the clues that were discussed in the video input.</li> <li>Use your clues to help you make predictions on what is happening in the picture.</li> </ol> <p>You will need to open up your google docs worksheet to complete this work.</p> <p>Extension: Describe what Poppy looks like.</p>

3. Who are the characters in the picture?
4. What have they seen?
5. Who may be driving the plane?

Monday, 22nd February, 2021

Scaffolded

L1: L1: We are learning to make predictions based on a picture.

Your task is to

1. have a look for clues in the picture below. What can you see? Who can you see?

What is the setting in the picture?

2. Then make a prediction thinking about: Where have the two characters come from?

Where are they going? Who are the characters in the picture? What have they seen?

Who may be driving the plane?



Clues

*I can see...*

Prediction

*I wonder if...*

*I believe...*

*I predict...*

Extension: Can you write 7-8 sentences describing what the girl in the picture looks like.





**Tuesday -**

LI: We are learning to use role on the wall to infer character's feelings and emotions



**Key Vocabulary**

Excited

Shocked

Terrified

Feelings

Emotions

Body language

**Key questions to support the lesson:**

1. What are Poppy's thoughts and feelings?
2. What clues are there to support you?



**Input** - In today's lesson you will be introduced to the main characters in the image: Poppy and Jasper. We will be exploring body language and facial expressions of the characters.

There will be a video input which will introduce you to the characters. We will discuss what body language is and how we can infer feelings and emotions from different body language.

You will then be shown an example of how to complete a roll on the wall.

**Task -**

1. You will need to infer feelings and emotions from the character's body language.
2. Inside the body write what you think Poppy is feeling.
3. On the outside write what you think Jasper is thinking about Poppy.

**Remember to always explain why you think the character is feeling a certain emotion.**





**For example:**  
**I think Poppy is feeling very excited because she has her mouth open in shock, perhaps she has seen something new and interesting.**  
Extension: Complete the sentence challenge.



**Wednesday** - We are learning to answer comprehension questions based on a story starter.

**Key Vocabulary**

Drastic

Terrified

Destination

Vintage

enthusiastically



**Input** - In the video input, the class teacher will go through the story starter. You will deduce (come to a conclusion) about what is happening in the story at the start

**Task** -. You will answer questions related to the story starter in Google Docs.





**Key questions to support the lesson:**

1. Do you think Poppy's first flight is the way she dreamt it would be? Explain how you know this
2. Looking at the plane that they are traveling in, how would you describe it? Is it similar or different to a plane you may see flying in the sky today? Explain
3. What does it mean when Jasper is 'signally his enjoyment?'
4. It says 'things were about to take a drastic turn for the worse...' What does that mean and what do you think may happen?

Extension - Can you draw what Poppy can see?



	<p>5. How would you be feeling if you were sat on the plane. Use adjectives to describe your feelings and give reasons why you may feel like that</p>	
 	<p><b>Thursday</b> - LI: We are learning to express what characters are thinking</p> <p><b>Key Vocabulary</b></p> <p>drastic Terrified Worried Alarmed destination vintage enthusiastically</p> <p><b>Key questions to support the lesson:</b></p> <ol style="list-style-type: none"> <li>1. How is Poppy feeling?</li> <li>2. Using the 5 senses, what can she see, smell, touch, taste and hear?</li> <li>3. What does Poppy think may happen next?</li> </ol>	<p><b>Input</b> - Firstly, go through the video guide for today's lesson</p> <p>We will re-read the story starter for this image. You will be exploring what you think Poppy can see and think will happen - using thought bubbles.</p> <p><b>Task</b> - On the sheet on Google Docs- add some short phrases to express Poppy's thoughts and what she thinks may happen next. Use the first person I when expressing her thoughts</p> <p><b>Extension</b> - Write some of Poppy's thoughts in the form of a paragraph (5-6 sentences). Remember to write in the first person as Poppy.</p>
<div data-bbox="131 1234 360 1331" style="border: 1px solid black; padding: 5px;"> <p>The <b>main clause</b> is the most important clause in a sentence. It should make sense by itself.</p> <p><b>Spot the main clause:</b></p> <p>The boys, who were all eight-years-old, ran along the busy road.</p> </div> <div data-bbox="131 1381 360 1478" style="border: 1px solid black; padding: 5px;"> <p>The <b>subordinate clause</b> depends on the main clause to make sense. It cannot be a sentence by itself.</p> <p><b>Spot the subordinate clause:</b></p> <p>Until the girl came back, nobody could remember what had happened.</p> </div>	<p><b>Friday</b> - LI: We are learning to recognise a main and subordinate clause</p> <p><b>Key Vocabulary</b></p> <p>Clause Main clause Subordinate clause</p> <p><b>Key questions to support the lesson:</b></p> <ol style="list-style-type: none"> <li>1. What is a clause?</li> <li>2. Can you identify the main clause in a sentence?</li> <li>3. Did you know a main clause can make sense all by itself?</li> </ol>	<p><b>Input</b> - Firstly, go through the video guide for today's lesson</p> <p>You will learn what a main clause and subordinate clause are</p> <p><b>Task</b> - Complete the Google Quiz for this task.</p> <p>Then create a poster on paper of what you have learnt about Main and Subordinate clauses. Remember to take a photo and hand in your work</p>

4. So, which of the clauses is very important: The Main Clause or Subordinate Clause?



Reading - Bug Club

New tasks

Due date:  
8th March 2021

(so you have 2 weeks to complete this)

**LI: To read and respond to comprehension questions**

**You have been assigned a new book, plus a reading and writing task**

This week you have been allocated a book for **your colour band** to read and answer questions on a book in Bug Club.

Make sure you work on this each day.

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.**

**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.**

Log in to Bug Club and find the books below (they should already be allocated - remember your colour band)

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.

Pink Level- Cookies



Yellow Level- Spot the shape



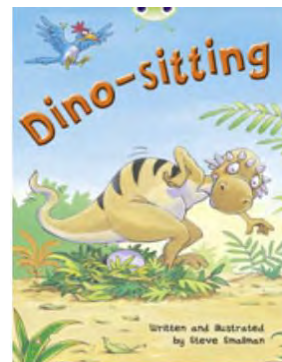
Blue Level- Zeke and the Pop-Pop Bird



Green Level-



Orange Level -



Turquoise Level - Dino-splashing



Purple Level - **Chocolate!**



Gold Level - ***You Can Try This At Home!***



White Level - ***The Escape***



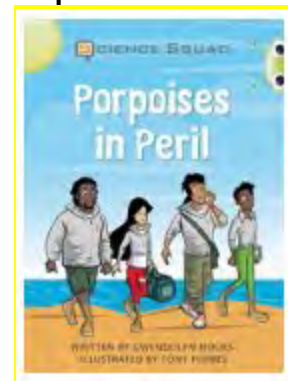
Lime Level - Monstrous Trouble



Brown level- Mountain Tales of Norway



Grey Level - Porpoises in Peril



## Geography Volcanoes



### LI: We are learning to discover volcanoes using Google Earth

#### Key Vocabulary

Crust

Volcano

volatile

Mantle

Outer core

Magma chamber

Magma

Dormant volcanoes

Active volcanoes

#### Key questions to support the lesson:

How are volcanoes formed?

Can you name any volcanoes?

What is magma?

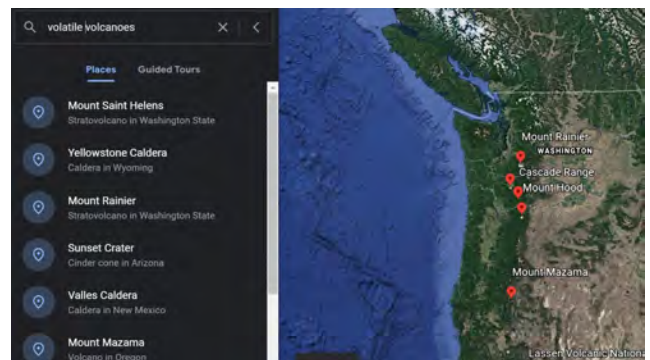
Why and how do volcanic eruptions happen?

What are *volatile* volcanoes?

#### Input

Open the Google Quiz - there is a video in the quiz, which will help you answer some of the questions.

Next, please go through the Video Guidance for the rest of the task. It explains how you can use Google Earth effectively for this task. Today's task will leave you mesmerized and you will see the real volcanoes all over the world!





**Task 1** - Complete the Google Quiz to see what you have learnt about the main parts of a volcano.

**Task 2** - You will be exploring some of the major volcanoes in the world using Google Earth! You must watch the video.

Task 2 – Choose 3 volcanoes from the list below. Copy and paste the name of a volcano into a search engine or into Google Earth

and create a short report (like a fact file) for each of them in Google Docs.



	<p><u>Mount Vesuvius</u></p>  <p>Facts:</p> <ol style="list-style-type: none"> <li>1. Mount Vesuvius is located on the west coast of Italy, Pompeii.</li> <li>2. Vesuvius is 1,281 meters high which is 4,000 feet.</li> <li>3. The Volcano had last erupted in 1944.</li> <li>4. It had killed 16,000 people when it last erupted.</li> </ol> <p>Vesuvius is the only active volcano in mainland Europe and has produced some of the continent's largest volcanic eruptions. Located on Italy's west coast, it overlooks the Bay and City of Naples and sits in the crater of the ancient Somma volcano. Vesuvius is most famous for the 79 AD eruption which destroyed the Roman cities of Pompeii and Herculaneum. Though the volcano's last eruption was in 1944, it still represents a great danger to the cities that surround it, especially the busy metropolis of Naples.</p>	<p>So include a picture for each one and a short paragraph of information in your own words.</p> <p><i>Mount Vesuvius</i></p> <p><i>Krakatoa</i></p> <p><i>Mount St. Helens</i></p> <p><i>Mount Tambora</i></p> <p><i>Mauna Loa</i></p> <p><i>Eyjafjallajokull</i></p> <p><i>Mount Pelée</i></p>
<p><b>PSHCE</b></p>	<p><b>LI:</b> We are learning about how exercise affects our body.</p> <p style="text-align: center;"><u>Key words</u></p> <p>Oxygen Energy Calories Lungs Heart Fitness</p>	<p><b>Input</b> There is a powerpoint for children to work through which will introduce the new vocabulary for the lesson and the new topic. Children will be given plenty of opportunity to discuss how exercise affects their body and why it is important to exercise regularly. The powerpoint will take the children through the benefits of exercise. It will also explain how exercising has become different this year due to the current situation and children can discuss ways around this with whoever they are working with.</p> <p><b>Tasks</b> The task will be a worksheet which children can either complete electronically or print it out and upload a photo to Google Classroom. There are three questions which children will need to answer and explain their choices.</p> 
<p><b>R.E</b></p>	<p><b>LI:</b> We are learning to share how we feel when we are unwell.</p>	<p><b>Input:</b> Please follow through the PowerPoint for today's lesson.</p>



### Key Vocabulary

Body

Heal

Ill

Miracle

### Key questions to support the lesson:

1. How do you feel when you are not well?
2. Who helps you when you are not well?
3. How does your body work when you are not well?

You will be exploring the story 'Bear feels sick', focusing on how Bear felt as he was ill and after. You will then compare it to your own experience of feeling unwell and have a think about your key questions.



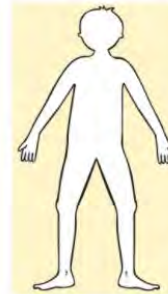
### Task:

Your task is to open up the google docs worksheet and answer the questions about how you feel when you are ill.

Tuesday, 23rd February, 2021

LI: We are learning to share how we feel when we are unwell.

Answer the questions below in full sentences.



1. How do you feel when you are ill?

2. How does your body feel when you are ill?

3. What does your body do to get better?

4. Who helps you when you are not feeling well?

Example: My cat helps me when I'm ill because she sits with me and lets me cuddle her.

5. How do you feel when you are better?

Example: I feel appreciative of my body because it has helped me get better.

### KS2 Only - Spanish



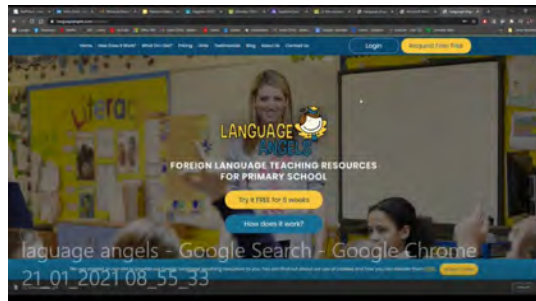
LI: We are learning decoding skills when listening to and reading longer text in Spanish.

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

Login - Wellin2007  
Password - lahome

This week we are starting a new topic learning all about Little Red Riding Hood in Spanish.

When selecting the Isoon choose  
Caperucita Roja - lesson 1



Please log into Language Angels and watch the first slide show all about the story is Spanish. Don't worry if you don't understand everything just watch along and pick up whatever you can

Here are some words to help you:

- 1) la abuela / la abuelita = the grandmother
- 2) el lobo = the wolf
- 3) el cazador = the woodcutter
- 4) Caperucita Roja = Little Red Riding Hood
- 5) el bosque = the forest
- 6) los padres = parents
- 7) los dientes = teeth
- 8) la casa = a house

### Task

Complete the worksheet. You can print out and complete the worksheet by hand or complete it as a google doc and submit.

L1: We are learning the story of 'Little Red Riding Hood' in Spanish.



Can you write down in English the translation for these Spanish words? You can use the pictures to help you.

Spanish	English
la abuela	
el lobo	
el cazador	
Caperucita Roja	
el bosque	
los padres	
los dientes	
la casa	

Wellbeing  
/Creative and Fun



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

**Wellbeing and creative activity.**

1. Would you like to travel the world whilst you are at home? How is that possible?  
Anything is possible!



We may not be able to leave the house, but we can find out about people in other countries and visit the world from home.

- a. Choose a new country to visit, virtually, every day. Learn the things that are special about the new places you go to....
- b. What animals live there?
- c. What is special about the place and its people?
- d. What do they eat?
- e. Which continent is it?

- f. Identify its location on a map
- g. What is its climate like?
- h. Flag
- i. What other interesting facts did you learn?
- j. Look in an atlas, online, or start with these clips from Where in the World? On CBeebies.

2. Do you have any **old board games** at home or jigsaw puzzles?

Play some old educational board games (or puzzles). This will teach you patience and help you have some screen free and bonding time!

3. Why don't you try making something arty with **Origami**? This will stretch your imagination and inspire you. For this process, all you'll need is a few sheets of colored paper, which will make it possible for you to make just about any paper animal under the sun!

4. How about creating your own **family tree**? Draw it on paper. (remember we want this activity to be done by hand).

You could include the year of birth (or age) for each family member.

You should write how each person is related to you and must draw each family member.

Here are some examples of what one may look like.

