

Weekly Overview for Online learning Year 3 - 01.03.21 - 05.03.21



<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> <table border="1" data-bbox="375 1115 1578 1875"> <tr> <td data-bbox="375 1115 927 1875"> <p>Monday- LI: We are learning to create a tally chart for our experiment about transport.</p> <p><u>Key questions for the lesson:</u> What do you notice about how tally charts are presented? How should we count these? Why are we using a tally chart to represent transport? Is there a particular way we should draw tally charts? What is the tally chart showing us? What information can we learn from the tally chart?</p> <p><u>Vocabulary for the lesson:</u> Tally chart Table Total Altogether More</p> </td> <td data-bbox="932 1115 1578 1875"> <p>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. Both the video and 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 and explaining how children will need to complete the task with an example.</p> <p>Task The task will be a Google document which the children can complete either online or printed out. The document will give children the opportunity to complete their own tally chart and use their data to write statements about what data they have recorded.</p> </td> </tr> </table>		<p>Monday- LI: We are learning to create a tally chart for our experiment about transport.</p> <p><u>Key questions for the lesson:</u> What do you notice about how tally charts are presented? How should we count these? Why are we using a tally chart to represent transport? Is there a particular way we should draw tally charts? What is the tally chart showing us? What information can we learn from the tally chart?</p> <p><u>Vocabulary for the lesson:</u> Tally chart Table Total Altogether More</p>	<p>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. Both the video and 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 and explaining how children will need to complete the task with an example.</p> <p>Task The task will be a Google document which the children can complete either online or printed out. The document will give children the opportunity to complete their own tally chart and use their data to write statements about what data they have recorded.</p>
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Less
Difference

Key vocabulary:
Tally chart, Table, Total, Altogether, More, Less, Difference

Transport	Tally	Total

Tuesday- LI: We are learning to use our tally chart to create a pictogram from our experiment.

Key Questions for the lesson:
If a symbol represents 2, how can you show 1 on a pictogram?
What is your pictogram representing?
Are there any patterns you can identify?
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. The video will work through and show the children how to create their own pictogram on Google Docs.

Task
The task will be a Google document which the children can complete either online or printed out. This document will contain instructions for the task and show children how they will be able to complete this task online. The children will need to complete the table and create their own pictogram.

Transport	Tally	Pictogram

Wednesday - LI: We are learning how to use our data to create a bar chart.

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?
What is our bar chart representing?
What do we need to remember when

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 go through how children should be creating their bar chart and what they need to include.

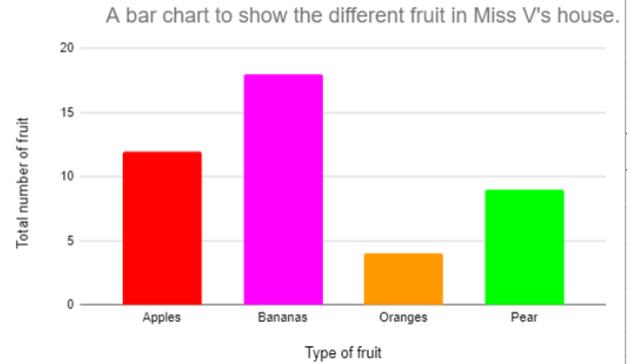
Task

drawing a bar chart? Why do we need to remember this?
Why might we use a bar chart?
What do bar charts represent?
Do you prefer bar charts or pictograms?
Why?

Key Vocabulary for the lesson

Bar chart
Tally chart
Pictogram
Value
Scale
Intervals
Interpretation
Axis
Labels

The task will be a Google sheets spreadsheet where children will need to input their total data from their experiment and create a bar chart. The video will explain how to create a bar chart on Google sheets or children can draw their own bar chart on paper using a ruler.



Thursday - LI: We are learning to consolidate our knowledge of new topics.

Key questions for the lesson

What's the same and what's different about the pictogram and the bar chart and tables?
What do bar charts represent?
What do we need to remember when dividing with remainders? How to write remainders?
How can we identify missing numbers from sums?
How can we use the inverse to complete missing number sums?

Key Vocabulary for the lesson

Bar chart
Tally chart
Pictogram
Value
Scale
Intervals
Interpretation
Axis

Input

The video will explain the purpose of this quiz rather than an input. It will explain how we are going to use the answers for consolidation when we come back to school. The purpose of the quiz is to identify weaker areas in maths across the year so we can allow time to work on these. This is nothing to worry about.

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. This should be attempted individually or with little help.

LI: We are learning to consolidate our knowledge of new topics.

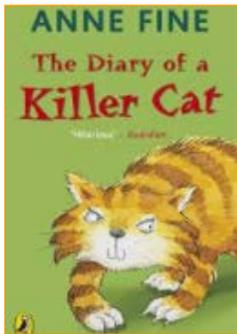
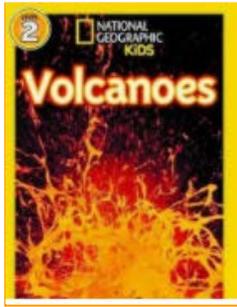
The purpose of this form is to identify weaker areas of learning across the year group. This form is nothing to worry about or in the form of an assessment. The year 3 teachers have decided to create this form in order to identify topics we may need to develop as we return to school. Please try to complete this form on your own.

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](#)

	<p>Labels Divide Remainder Share Inverse</p>	
	<p>Friday-.LI: We are learning to answer questions using bar charts and frequency tables.</p> <p><u>Key questions for the lesson</u> What do bar charts show? How can we use this data? What is the purpose of a frequency table? How do we draw these tables? What do we need to remember when drawing charts? How can we decide what scale to use? Why do we need to label the axis on bar charts? What does frequency mean?</p> <p><u>Key Vocabulary for the lesson:</u> Bar chart Tally chart Pictogram Value Scale Intervals Interpretation Axis Labels</p>	<p>Input and task</p> <p>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.</p> <div data-bbox="948 646 1576 709" style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <p>Frequency tables and bar charts</p> </div>
<p>English</p> <div data-bbox="131 1409 363 1654" style="background-color: #ffff00; padding: 10px; text-align: center;"> <p>WORLD BOOK DAY 4 MARCH 2021</p> </div> <p>Friday 5th March - Our social Google Meet will be linked to World Book Day!</p>	<p>Parents/Carers</p> <p>We have some activities lined up for the children to take part in for World Book Day!</p> <p>These activities will be shared on Google Classroom - under the area ★World Book Day★</p> <p>Children can choose an activity they wish to complete. This can be done throughout the week. A photo of their work can be uploaded under this task in Classroom.</p> <p>On Friday, for our Google Meet Social - children can bring their World Book Day work and share it with their peers!</p> <p>If your child wishes to dress up for the Social on Friday - they are welcome to do so too!</p>	



Monday- LI: We are learning to identify features of a nonfiction and fiction book.

Key Vocabulary

Title

Blurb

Author

Illustrator

Illustration

Context page

glossary

Key questions to support the lesson:

1. What makes a good book?
2. What makes you want to read a book?
3. What is a feature of a book?
4. What is the purpose of a title, blurb, context page?

Input

In today's lesson we will discuss the features of nonfiction and fiction books. The video input will go through the purpose of features such as a blurb, illustration etc.

Task

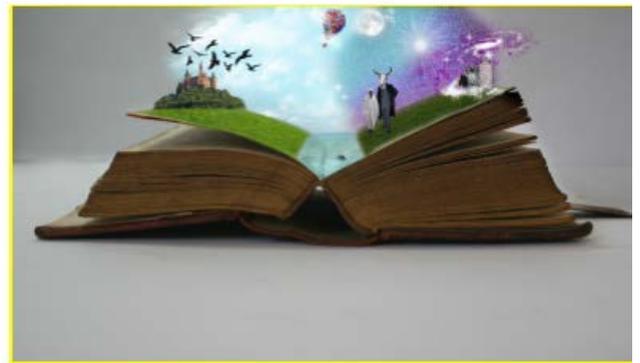
1. Watch the video input.
2. Open up the google docs and fill in the grid by identifying a feature of a book and then discussing its purpose.

Picture of the feature	What is the feature? Identify one feature.	What is the purpose of the feature?
	I can see that there is an illustration on the front cover of the book.	The purpose of this illustration is to show the reader a little about the book and to catch the reader's attention. The illustration does this because it makes you wonder who the characters are and where they are going!

Extension- To choose your favourite and make it come alive. Discuss what it would be like and why?

Extension activity

|



If you could choose your favorite book to come alive, which one would it be and why?



Tuesday -
 LI: We are learning to create our own front cover.
 LI: We are learning to identify the features of a book.

Key Vocabulary

Vocabulary

Title

Author

Blurb

Illustration

Key questions to support the lesson:

1. How should you design the front cover of your book?
2. What makes you want to read a book?
3. What is a feature of a book?
4. What is the purpose of a title, blurb, context page?

Input - In today's lesson you will explore what makes a reader want to pick up a book and read it. Is it an interesting title? Is it the colourful illustrations? Is it the exciting blurb?



Task -

1. Watch the video input.
2. Choose one of the following books: Snow white, Aladdin and Little Red Riding Hood. (There is a link for each story that you can watch to remind you of the story).
3. Create a new front cover for your chosen book and discuss the features of the front cover. This will be completed on paper and uploaded on to google classroom.

Extension:

Can you explain what you need to include in a blurb?
 What is a blurb?



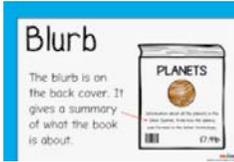
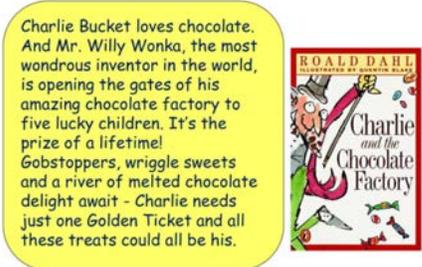
Wednesday - LI: We are learning to create our own blurb for a story book.

Key Vocabulary

Vocabulary

Input - Go through the video guidance for the lesson.

Today, you will be creating your very own blurb. This will be for your chosen book from yesterday.

 <p>Blurb The blurb is on the back cover. It gives a summary of what the book is about.</p>	<p>Clues</p> <p>Clauses</p> <p>Blurb</p> <p>Illustration</p> <p>Key questions to support the lesson:</p> <ol style="list-style-type: none"> 1. What is a blurb? 2. What should you include in a blurb? 3. Why is a blurb important? 4. How does it help the reader make their book choice? 	<p>Remember yesterday, you designed your very own front cover?</p> <p>Well today, you will be designing your very own blurb!</p> <p>Here is an example of a blurb form a well known children's book!</p> <div data-bbox="1047 520 1469 787" style="border: 1px solid black; padding: 5px;">  <p>Charlie Bucket loves chocolate. And Mr. Willy Wonka, the most wondrous inventor in the world, is opening the gates of his amazing chocolate factory to five lucky children. It's the prize of a lifetime! Gobstoppers, wriggle sweets and a river of melted chocolate delight await - Charlie needs just one Golden Ticket and all these treats could all be his.</p> </div> <p>Task - Remember the blurb is for your chosen book from yesterday.</p> <p>You then need to design a blurb for it! (On paper)</p> <p>Remember to label and identify the features on your the blurb</p> <p>Take a picture of your work and upload it onto Google Classroom.</p>
 	<p>Thursday - LI: We are learning to walk into a characters shoes</p> <p>Key Vocabulary</p> <p>Speech</p> <p>Thoughts</p> <p>Effects</p> <p>Actions</p> <p>Looks</p>	<p>Input - Please go through the video guidance for the lesson.</p> <p>Today, you will be choosing one of the characters from a book of <i>your choice</i>. It can be a character from the book you recreated a front cover and blurb for. Or a completely different character from a different children's book!</p> <p>Task - Once you've chosen the character, you will step into his/her shoes! How exciting! Have you stepped into anyone else's shoes before? Been that character for the day!</p> <p>Open the Google Docs and really take your imagination to a higher level!</p>



Antagonist

Key questions to support the lesson:

1. If you could be a character in a book, who would you like to be?
2. What does it feel like being in the character's shoes?
3. What effects do you have on other characters?



Character Name _____

Speech What did the character say? How did they say it? When did they say it?

Thoughts What was the character thinking? What were they feeling? What were they worried about?

Effects What did the character do? What were the effects of their actions? How did other characters react?

Actions What did the character do? How did they do it? What were the results of their actions?

Looks What did the character look like? How did they look? What were they wearing?

Ok, you're now in the character's shoes!
No turning back!

Can you share :

- Your speech - what you say and how you say it
- Thoughts - what goes through their mind?
- What effects do you have on other characters?
- Your actions,
- and your amazing looks (appearance)

Extension - The *antagonist* in Red Riding Hood is the Wolf

Can you interrogate him? What questions would you ask him and why? Make them challenging and ensure you are quite firm with the Wolf. After all, he did try to gobble up Grandma!

Note: Antagonist is the character in a story who keeps the main character (the protagonist) from getting what he/she wants. In this case, prevents Little Red Riding Hood from visiting grandma safely.



Friday - LI: We are learning to add the prefixes dis-, mis-, un- to words to create new words.

Key Vocabulary

Prefix

Dis

Mis

Un

Root words

Key questions to support the lesson:

Input - Please watch today's video guidance for help with this lesson

Today, we will be learning about prefixes.

Task 1 - Complete the Google Quiz on prefixes

Task 2 - Complete a letter to your teacher, sharing how you found lockdown. Using words with prefixes **dis**, **mi**, **un** to help you

Tips on what you can inform you teacher about:

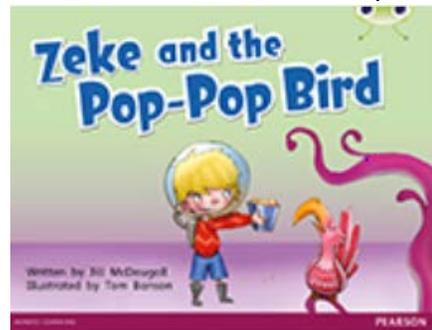
Maybe you can share how you tried your best not to eat **unhealthy** food during lockdown

Perhaps at the start you felt worried about

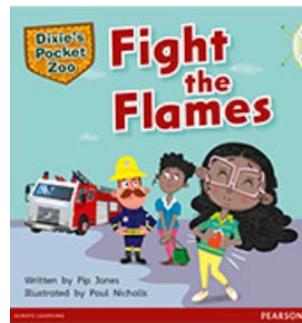
	<ol style="list-style-type: none"> 1. What is a prefix? 2. How many words can you think of that can be created with the prefix dis? 	<p>lockdown as you dislike using computers to learn, and you may have made some mistakes</p> <p>There are lots of sentences you can write, which include these prefixes.</p> <p>Highlight the words you enter with the prefixes in them in yellow</p> <p>Remember to submit your work.</p>
<p>Reading - Bug Club</p> <p>New tasks</p> <p>Due date: 8th March 2021</p> <p>(so you have 1 more week to complete this)</p>	<p><u>LI: To read and respond to comprehension questions</u></p> <p><u>Last week, you were assigned a new book, plus a reading and writing task</u></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><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><u>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.</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>Pink Level- Cookies</p>  <p>Yellow Level- Spot the shape</p>



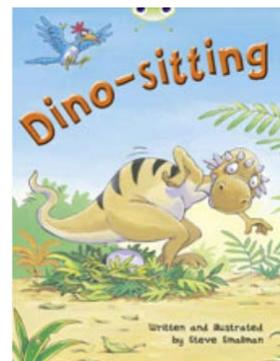
Blue Level- Zeke and the Pop-Pop Bird



Green Level-



Orange Level -



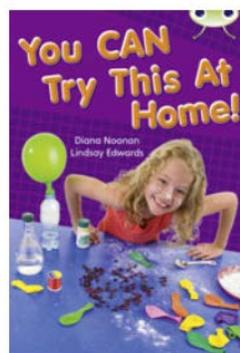
Turquoise Level - Dino-splashing



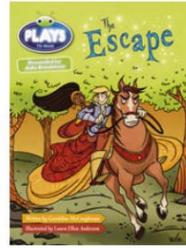
Purple Level - Chocolate!



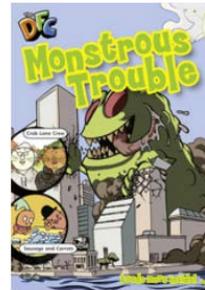
Gold Level - *You Can Try This At Home!*



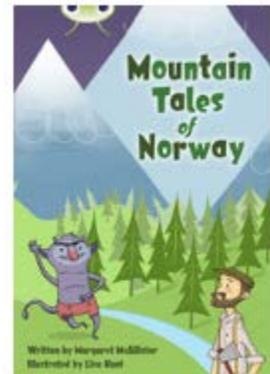
White Level - *The Escape*



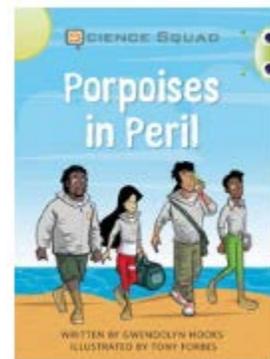
Lime Level - Monstrous Trouble



Brown level- Mountain Tales of Norway



Grey Level - **Porpoises in Peril**



**Science
Plants**



LI: I am learning to design my own plant and explain how it lives and grows.

Key Vocabulary:

- Light
- Water
- air
- Species
- plants
- Plant hunters

Key questions to support the lesson:

- What is the name of your plant and where does it live?
- How do the roots take in water?
- How do the leaves collect light?
- How does the plant stay upright?
- How does the flower attract insects to make seeds?
- How do you care for your plant?

Input - Follow the video guidance for this lesson. It is important to follow it, as it explains each step for the lesson.

Task - **Imagine that you are a plant hunter!**

You have made a new discovery, finding a new plant that nobody has ever seen before!

You will need to find out and then draw a picture of your new plant. Ensure you draw the roots, stem, leaves and flower.

Type at least 3 sentences for each of the sections within the document

My New Plant Discovery

Complete the sections below and then draw a picture of your new plant. Make sure you draw the roots, stem, leaves and flower. Add the photograph of your picture to the end of this document. Please write at least three sentences under each heading.

[What is the name of your plant and where does it live?](#)

[How do the roots take in water?](#)

[How do the leaves collect light?](#)

[How does the plant stay upright?](#)

[How does the flower attract insects to make seeds?](#)

[How do you care for your plant?](#)

Add the photograph of your picture to the end of the document.

PSHCE

LI: Today we are learning to set ourselves a fitness challenge.

[Key words](#)

Input
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 we can set ourselves a fitness challenge and why it

Oxygen
Energy
Calories
Lungs
Heart
Fitness

is important. The powerpoint will take the children through the benefits of exercise and suggestions of challenges the children can set themselves over the course of the week.

Tasks

The task will be a worksheet which children can either complete electronically or print it out and upload a photo to Google Classroom. The children will need to set themselves a fitness challenge and upload a photo for their teacher.

Jigsaw!

Healthy Me

Four Week Fitness Challenge

Name: Mrs Murphy
Age: 21 (not really)
Class: Topaz

	Now I can... (include how many/how far/how long)	At the end of the week, I want to be able to do... (including how many/how far/how long)
Week 1	I am already completing 2 online exercise sessions a week.	I want to complete 4 online exercise sessions a week.
Week 2		
Week 3		
Week 4		

R.E



LI: We are learning to explore a biblical story and miracles in the christian faith.

Key Vocabulary

God

Heal

Input:

Please follow through the PowerPoint for today's lesson.

The PowerPoint will go through a biblical story in which Christians believe that Jesus heals a man that is visually impaired.

Task:

Your task today will be to explore what individuals must have thought whilst the miracle

Christian

Miracle

Key questions to support the lesson:

1. How can someone visually impaired get their sight back? Is it possible?
2. How do Christians believe that Jesus 'healed' the man?
3. What is a miracle?

was occurring. What do you think they thought had happened? How would you feel if you saw something like that?

You will have to fill in a thought bubble discussing the questions above.



KS2 Only - Spanish



LI: LI: We are learning to identify body parts in Spanish by creating Spanish 'Heads, shoulders, knees and toes'.

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

Login - Wellin2007
Password - lahome

When selecting the Isoon choose Caperucita Roja - lesson 3



This week we are going to be learning about body parts.



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:

El cuerpo = the body

La cabeza = the head

La boca = the mouth

La nariz = the nose

Los ojos = the eyes

Los pies = the feet

Las orejas = the ears

Las rodillas = the knees

El hombro = the shoulder

Task

Complete the worksheet. Re-cap the nursery rhyme 'head, shoulders, knees and toes'. You will then have to reflect back to the PowerPoint that you have just gone through exploring Spanish vocabulary of body parts and write the nursery rhyme in Spanish.

L1: We are learning to identify body parts in Spanish by creating Spanish 'Heads, shoulders, knees and toes'.

Your task-

1. Log on to language angels following the assignments instructions and watch the powerpoint for lesson 3.
2. Read the 'heads, shoulders, knees and toes' nursery rhyme below.
3. Create a Spanish version of the nursery rhyme using the new vocabulary that you have learnt.



Head, shoulders, knees and toes,
Knees and toes.

Head, shoulders, knees and toes,
Knees and toes.

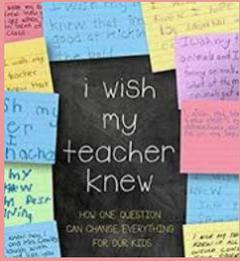
And eyes, and ears and mouth,
And nose.

Head, shoulders, knees and toes,
Knees and toes.



[Head, shoulders, knees and toes in Spanish \(Here\)](#)

Wellbeing



Extra special wellbeing activity this week!

Please watch the video guide for this activity - in the video, a class teacher will also share what they wish their teachers knew about them when they were young.

Once you have watched the video, complete the - *I wish my Teacher Knew ...* (template in the task - in Google Docs)

Enjoy!

Creative and Fun



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

Wellbeing and creative activity.

1. Grab a pencil/pen and a piece of paper. Sit opposite someone you are on lockdown with (or a mirror if you are alone) and draw what you see for five minutes. Set an alarm and during this time DO NOT look the paper. Repeat the process with your left hand (or right if you're left handed). They will be brilliant drawings!

2. Mr. Short loves to do finger knitting.



Have a go yourself here is a video to help.
<https://www.youtube.com/watch?v=jCcD4LOSr7U>

3. Talent show! - Come and join us all, at the most amazing talent show in the world!

What you need:
Just imagination!

Ideas for talents:

Singing, dancing, acting, gymnastics, magic trick, funny skit, impressions, jokes, lip sync, poem, football trick

Steps:

1. Begin the day with creating invites for the people you live with.
2. Include their name, date, time and location of the talent show.
3. Decorate invitations.
4. Decide what your talent is going to be.
- 5 Practise your performance throughout the day.
6. Choose a judge from your household and decide how they will score participants.
7. If there aren't many people involved you could perform multiple talents or include your favourite toys.
8. Perform your talent and take a bow.
9. The winner is announced!

You could ask someone to film your talent show (maybe 1-2 minutes only) and post it for your friends to see on Google Stream? **You must get permission from your parent/carer for this first!**