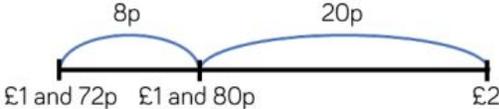
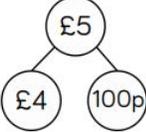


Weekly Overview for Online learning Year 3 - 08.02.21 - 12.02.21



<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> <p>Monday- LI: We are learning how to add 2 amounts of money.</p> <p><u>Key questions for the lesson:</u> Can you group any of the coins to make a pound? Can you use estimation to support your calculation? Why is adding 99p the same as adding £1 and taking away 1p? How can we use the part whole model to help us add money? Is there a way we can check our answers? How do you know?</p> <p><u>Vocabulary for the lesson:</u> Pence Amount Value Total Addition More than</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 presentation will go through ways on how we add money and will provide opportunities for children to pause the video and discuss the examples. The video and presentation will look at the part whole model and bar models which the children have looked at in school and how these methods can help us add money.</p> <p>Task 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 because when entering 'p' or '£' there are instructions we have asked the children to follow to make sure their answers are marked correctly.</p>

	<p>Pound Bar model Part whole model</p>	<p>What calculation does the bar model show? Find the total amount of money.</p> 
	<p>Tuesday- LI: We are learning how to subtract 2 amounts of money.</p> <p><u>Key Questions for the lesson:</u> Can we make 50p in a different way to make it easier to subtract 10p physically? Are there any methods we can use to check our answer? How do you know? Could a number line help us solve the answer? Does this change the difference? Do we need to exchange any pounds for pence? How do we write our answers in pounds and pence?</p> <p><u>Key vocabulary for the lesson:</u> Total Value Pounds Pence Notes Amount Subtraction Difference</p>	<p>Input The input will be a video presentation showing children how we subtract money. It will introduce new vocabulary for the lesson as well as provide opportunities for children to pause the video and discuss the examples of how to subtract money.</p> <p>The video and presentation will look at the different methods of how to solve and check our answers and show children how to write the answers using pounds and pence.</p> <p>Task 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 because when entering 'p' or '£' there are instructions we have asked the children to follow to make sure their answers are marked correctly.</p> <p>Tommy has £1 and 72p. Rosie has £2 How much more money does Rosie have than Tommy?</p>  <p>Rosie has ___ p more than Tommy.</p>
	<p>Wednesday- LI: We are learning how to give the correct change using money.</p> <p><u>Key questions for the lesson</u> What do we mean by 'change' in the context of money? Which method do you find most effective? How does the part-whole model help to solve the problem? How can we check to make sure our answer is correct?</p>	<p>Input There will be a video presentation where children will be able to watch how and why we give change. The video will go through different examples and questions which the children can discuss and practice before completing the task.</p> <p>It will introduce the vocabulary for the session and explain how children can give the correct change and how we do this. There will also be different methods discussed showing children</p>

	<p>Why do we need to give change? Are there any other methods you think will help us identify the correct change? Can you explain how these methods could help?</p> <p><u>Key Vocabulary</u> Pence Pounds Change Total Value How much money is left? Subtract Part whole model</p>	<p>how we can use these to help solve our answers or check we have the correct answer.</p> <p>Task Your task will be a Google forms quiz with a variety of giving change questions. Please make sure you read the instructions at the top of the form before completing it because when entering 'p' or '£' there are instructions we have asked the children to follow to make sure their answers are marked correctly.</p> <p></p> <p> Tommy buys a comic for £3 and 25p. He pays with a £5 note. How much change will he receive? Use the part-whole model to help you.</p> <p>Use a part-whole model to solve the problem.</p> <ul style="list-style-type: none"> Eva buys a train for £6 and 55p. She pays with a £10 note. How much change will she receive?
	<p>Thursday- LI: We are consolidating our learning of money.</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 Change Addition Subtraction</p>	<p>Task</p> <p>There will be a Google Forms quiz to complete with a variety of different questions for the children to work through. The form will be a mini assessment for us to identify what children have learnt from this money topic.</p> <p>Please encourage children to complete this with minimal help and ensure they are reading the instructions thoroughly before completing the forms.</p>
	<p>Friday-LI: We are learning to identify and explain our money choices for our desert island survival.</p> <p><u>Key questions for the lesson</u></p>	<p>Input:</p> <p>The children will have a video to go watch with a short story about how they have managed to get stranded on a desert island. The children will be</p>

	<p>What items are you going to buy and why? Which item is the best value for money? Are there any items that you need for survival but do not have enough money? Are there any items which you do not need to survive? Do you have any money left over for when you get home?</p> <p><u>Key Vocabulary for the lesson:</u> Total Pence Notes Pounds Altogether Value Change Calculation</p>	<p>shown and talked through the choices of items they have the opportunity to buy in order to get off the island.</p> <p>Task:</p> <p>The children will need to open the Google Docs and read the brief scenario on the page in order to recap what has happened. The children will be shown what items they can choose to buy using a small budget of £5.</p> <p>The children will need to list the items they would like to buy, why they would buy these items and how they would use the items to get off the island.</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>Monday- LI: We are learning to plan our opening for a quest story using a story mountain.</p> <p>Key Vocabulary</p> <p>Beginning</p> <p>Opening</p> <p>Setting</p> <p>Characters</p> <p>build up</p>	<p>Input</p> <p>In today's lesson we will start planning our quest story. We will focus on the beginning and the build up.</p> <p>The beginning of your story is where the scene is set, this includes introducing your setting and character. To help you with today's lesson we have come up with a story that you will need to follow,</p> <p>Your setting for the opening of your story will be Wellington Infants site and your characters will be Mrs Norton and Skye.</p>

Skye

Mrs Norton

Key questions to support the lesson:

1. What can you smell, feel, taste, hear as you walk on the infants site?
2. How will you introduce Skye and Mrs Norton?
3. What do they look like?
4. What is their personality like? Are they kind and caring?



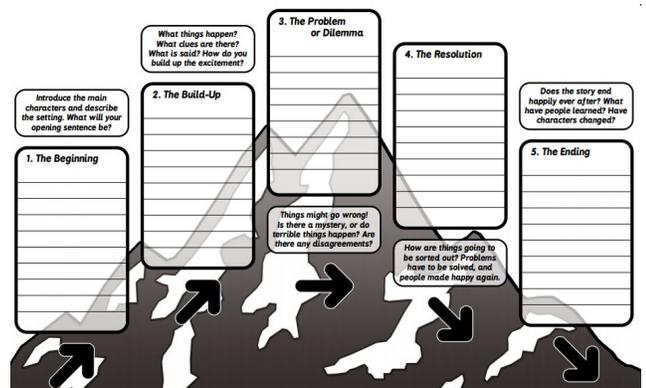
In your build up, Mrs Norton decides to take Skye for a walk in Lampton park so Skye can find some friends! That is Skye's quest!



Task

You will start planning your quest story on paper. You will need to plan the beginning and build up, using a story mountain.

In your opening you need to include Wellington Infants site, Mrs Norton and Skye.



This will be done on paper, you will need to take a photo of it and upload it to google classroom. Keep this safe as you will carry on planning in

		<p>the next lesson.</p> <p>Challenge: Can you describe what makes an interesting quest story?</p>
	<p>Tuesday -LI: We are learning to plan a quest story using a story mountain.</p> <p>Key Vocabulary</p> <p>Obstacle</p> <p>Problem</p> <p>Resolution</p> <p>Ending</p> <p>Mr Roche</p> <p>Key questions to support the lesson:</p> <ol style="list-style-type: none"> 1. What is the problem/obstacle in your story? 2. How will you resolve the issue? 3. How will you end your quest story? 4. Will it be happy ever after or will it end on a cliffhanger? 	<p>Input - In today's lesson we will continue to plan our quest story. Today you will focus on planning your problem, resolution and ending because yesterday you planned the beginning and build up.</p> <p>There will be a video input in which you will have to think about the key questions to help you start planning.</p> <p>The problem, resolution and ending will be explained to you in the video. We have a secret Hero but we will leave that for you to find out in the video input!!</p> <p>Remember Skye's quest- She is on a search for friends!</p> <div style="border: 1px solid cyan; padding: 5px; margin: 10px 0;"> <p>quest (noun)</p> <p>a long or arduous search for something</p> </div> <p>Task -</p> <p>You will have to find your story mountain from yesterday as you are going to finish planning today.</p> <p>You will need to plan your obstacle, resolution and ending today.</p> <p>Once you have completed today's task, please take a photo and upload it. Instructions on how to do this will be uploaded on your assignment instructions.</p> <p>Who is the mystery hero? Watch the video input and find out!</p>
	<p>Wednesday - LI: We are learning to use</p>	<p>Input - In the video input, you will learn what a</p>



fronted adverbials of time, place and manner in our writing.

Key Vocabulary

In the evening

Over the mountain

Bravely

Unfortunately

After a while

Sentence starters

When, where and how

Key questions to support the lesson:

What is a fronted adverbial?

How do they help me describe a setting?

How will I used a fronted adverbial in my writing?!

fronted adverbial is.

During the video input you will have to pause the video and answer questions on paper.

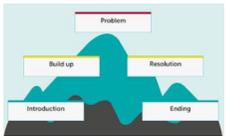
This will have to be self checked, the answers will be provided during the video input.

Fronted adverbials describe where, when and how an action occurred. Basically, fronted adverbials are phrases or words at the start of a sentence which are used to describe the action that follows. They can be used as sentence starters.

Task -. Complete the worksheet on google docs

Also complete the extension task - Writing a few sentences for your opening of your quest story using fronted adverbials.

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



Thursday and Friday - you have two days to complete this

LI: We are learning to write our quest story - hot task

Key Vocabulary

difficulty

distressed

overwhelmed

troubled

man of courage



Input - Firstly, go through the video guide for today's lesson to find out what the lessons are for Thursday and Friday

Task - Firstly, take out your story mountain which you completed on Monday and Tuesday!

You will be completing your hot task as you would in school

You will be writing a quest story using the story line (Characters, settings, problems, obstacles, resolution, ending) provided in Monday and Tuesday's lesson.

You must write each section in paragraphs:

	<p>brave hero</p> <p>Mr Roche, Mrs Norton, Skye</p> <p>Key questions to support the lesson:</p> <p>Have you used fronted adverbials?</p> <p>Did you use a thesaurus to use more ambitious words? (to replace sad, happy, went)</p> <p>Have you written your work in paragraphs?</p> <p>Before you hand in your work, have you read it again?</p>	<ol style="list-style-type: none"> 1. Opening - when and where did the story take place, introduce the characters. 2. Build up 3. Problem (obstacles) - what went wrong that caused a problem? How did Skye disappear? Where did she go? How did she overcome the problems? Which powers helped her? 4. Resolution - How did the problem get solved? Who informed the hero about Skye's whereabouts. What sort of character was the hero? How did he/she rescue Skye? 5. How did the story end? How was everyone feeling and most importantly, how did Skye feel? What lesson did Mrs Norton and Skye learn from this? <p>Remember to use your story mountain as you write.</p>
<p>Reading - Bug Club</p> <p>New tasks</p> <p>Due date: 22nd Feb 2021 (after half term)</p> <p>(so you have 2 weeks left)</p>	<p><u>LI: To read and respond to comprehension questions</u></p> <p>You have been assigned a new book, plus a reading and writing task</p> <p>Last week (1.02.21) you were 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>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.</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>Cat is sleeping</i></p>  <p>Yellow Level- <i>Zip and Zap and the thing</i></p>



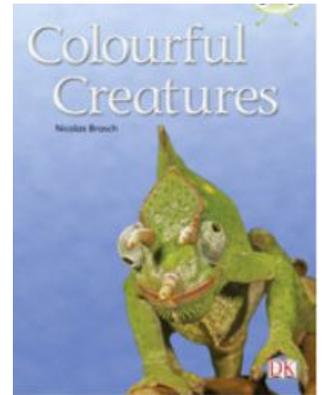
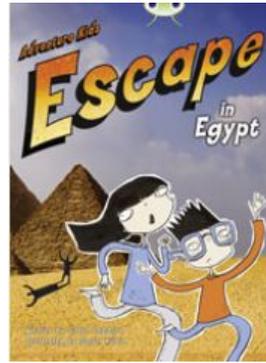
Blue Level- Zeke and the Big Sandcastle



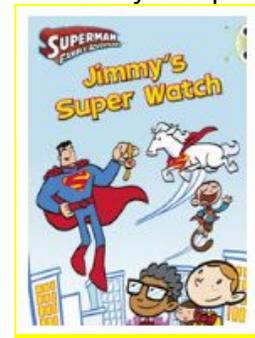
Green Level- Missing Milly



Orange Level - Escape in Egypt and Colourful Creatures



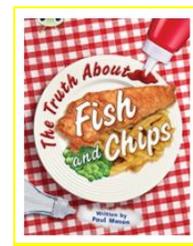
Turquoise Level - Jimmy's Super Watch.



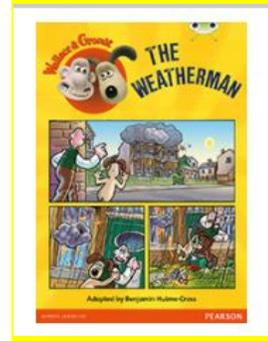
Purple Level - *Yun and the fire demon*



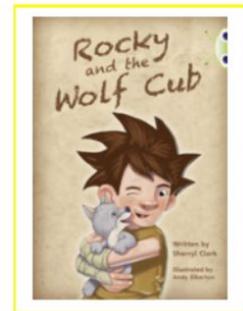
Gold Level - *The Truth about Fish and Chips*



White Level - *Wallace and Gromit - The Weatherman*



Lime Level - *Rocky and the Wolf Club*



Brown level- Flash the dog



Grey Level - *Pet Finders Underground*



Geography
Europe

LI: I am learning about the countries that make up the British isles and their capitals cities.

Key Vocabulary

Input

Please watch through the Video lesson exploring The United Kingdom and detailing tasks.



England
 Scotland
 Wales
 Northern Ireland
 The Republic of Ireland
 The United Kingdom
 Country
 Boundary
 Border
 Landmark
 Capital
 Town
 City

Key questions to support the lesson:

What countries of the British Isles do you already know?
 Where can you find out more information?
 Have you visited any of the capital cities in the United Kingdom?
 What landmarks can be found there?

Take an opportunity to explore the powerpoint of the lesson at your own pace.

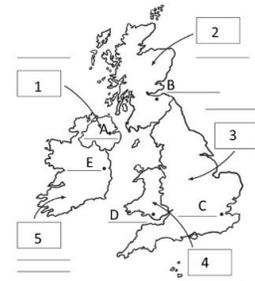


Go through the powerpoint that is used in the video lesson at your own pace.

Tasks

Please complete the worksheet you may print them out and answer by hand and then submit a photo of your work or type into the white boxes in google docs and submit.

U: I am learning about the countries that make up the British Isles and their capitals cities.



Please complete the white boxes with the names of the countries and capitals from the picture.

Countries		Capital Cities	
1		A	
2		B	
3		C	
4		D	
5		E	

Remember number five is not a part of the United Kingdom but a completely separate country.

Name the country where you can find the landmarks below. Research three more facts for each of the landmarks.

Landmark	Facts
 Edinburgh Castle	Country : 1. 2. 3.
 Toronto Museum	Country : 1. 2. 3.
 Millennium Centre	Country : 1. 2. 3.
 Giant's Causeway	Country : 1. 2. 3.
 Stonehenge	Country : 1. 2. 3.

PSHCE



LI: We are learning how to regulate our emotions through the zones of regulation.

Key questions.

How are you feeling today?
 What zone are you in right now?
 What tools are you planning to use to take care of your zones today?

Key words

Happy - Nervous - Yelling - Scared -
 Ready to work - Focused - Tired -
 Distracted - Calm - Helper - Wiggly -
 Hands on - Sick - Bored - Working quietly -
 Moving slowly - Unfocused -
 Daydreaming - Arguing

Input

Please watch the video explaining all about the zone of regulation.

You can also go through the slideshow at your own pace.



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Tasks

1. Complete the worksheet in google docs called Zones of regulation - Sorting activity

L1: We are learning how to regulate our emotions through the zones of regulation.

Zones of regulation - Sorting activity
Look at the words and phrases below. Can you copy them into the correct zone?

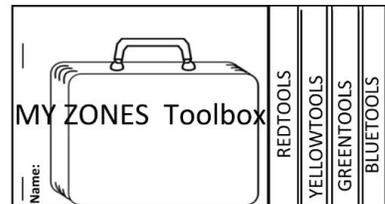
Happy - Nervous - Yelling - Scared - Ready to work - Focused -
Tired - Distracted - Calm - Helper - Wiggly - Hands on - Sick -
Bored - Working quietly - Moving slowly - Unfocused - Daydreaming -
Arguing]

Red Zone	Yellow Zone
Green Zone	Blue Zone

2. Print out and make the Zones flip book from the PDF. You may also colour in your book.

ZONES OF Regulation Flipbook

This zones of regulation flipbook is a perfect toolbox for all students which is engaging and helpful for all classrooms. It is simple to make and easy to use! Just cut each page out, line them up on the left, and staple the side.



3. Complete the short google form that explores your zone regulation each day.

My Zones Check in

Let's check how you are feeling today
This form is automatically collecting email addresses for Wellington Primary School users. [Change settings](#)

Please type your name

Short answer text

What zone are you in right now?

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Blue Zone
 Red Zone
 Green Zone
 Yellow Zone

R.E



LI: We are learning about World Religion Day

Key Vocabulary

World Religion Day

Christianity

Hinduism

Judaism

Islam

Sikhism

Interfaith

Key questions to support the lesson:

When did World Religion Day take place?

Why is this day so special?

Input:

You will be introduced to World Religion Day which is celebrated on the third Sunday in January every year.

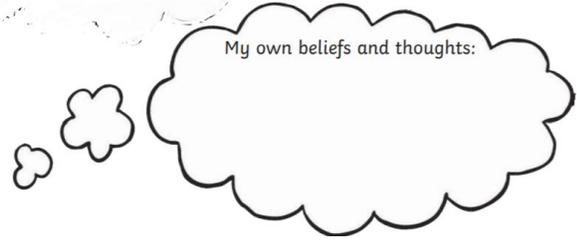
Please follow through the PowerPoint for today's lesson.

Task:

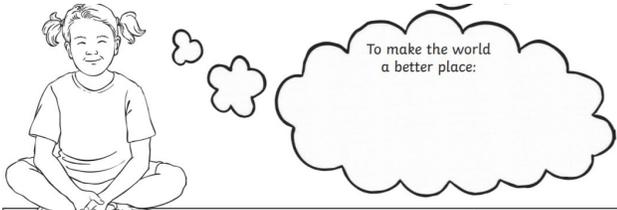
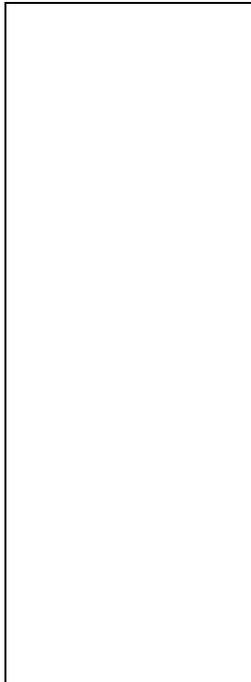
Your task is to open the PDF Document- **My Thoughts and Ideas**

1. You'll need a sheet of paper
2. Write the date and LI (underline it)
3. Copy the words and then write your responses and answers underneath.

After that, draw around your sentences with a *speech bubble*



My own beliefs and thoughts:



You can also draw a picture of yourself on the sheet too. (or add a picture of yourself (with your parent's permission only)

Extension: find out some facts about another World Religion. If you use the internet, ask your parent/carer to type in the search engine. For example if you're searching about Islam, type **Islam religion facts for kids**

Once you've finished, please take a photo of your work and upload it.

KS2 Only - Spanish



LI: We are learning the names of musical instruments in Spanish - End of unit assessment

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 have been learning about.



Please log into Language Angels and review the slideshows for previous weeks following the instructions in previous weeks lessons.

Print out and have ready the end of unit assessment sheet. If you can't print copy out just fold an A4 sheet into quarters and try to answer in each section.

Please watch the video and follow the instructions you will be asked to complete the tasks as you move along the video. There will be

pauses for you to complete the work.

Please submit a photo of your completed assessment sheet.

Please do your best and try not to look at the answers from previous lessons to help you . It would be great if the teachers could really find out about your learning in this unit.

Name: <input type="text"/>	Date: <input type="text"/>	Class: <input type="text"/>	Unit: Los Instrumentos
Speaking Exercise Can you say any of the following in Spanish? <i>The piano</i> <i>The trumpet</i> <i>I play.....</i> <i>I play the drums.</i> <i>I play the piano.</i>		Listening Exercise From the PowerPoint slide write any of the numbers that correspond to the five different musical instruments you hear spoken. <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
Reading Exercise Can you draw a line from <u>any</u> of the following words to the correct picture? la guitarra la trompeta el violín el piano los címbalos		Writing Exercise Can you write any of the following five musical instruments in Spanish? (NB: Try to use the correct 'la', 'el' or 'los'). the clarinet <input type="text"/> the drums <input type="text"/> the triangle <input type="text"/> the harp <input type="text"/> I play the trumpet <input type="text"/>	
Word Bank		toco..., la batería, la guitarra, la flauta, el clarinete, el violín, el piano, el triángulo, los címbalos.	

Wellbeing
/Creative and
Fun



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

Wellbeing and creative activity.

1. Why don't you take part in a fun family dancy activity, you can click on the link below to join a great session!
Remember exercise is so important to keep our body and mind healthy...

<https://www.youtube.com/watch?v=bOceWsBfs4c>



2. **My Window** - Look out of the window, what do you see? Your task is to sketch your view from your window. Remember to concentrate on line and tone. You are not allowed to use colour in this activity! Take a photo, paste it into a Google Doc and send it to me.

3. Have you ever thought about creating your own stop motion animation? You can use your own toys to make a short movie .
Beginners Instructions for making your own can be found here.

<https://tinkerlab.com/easy-stop-motion-animation-kids/>



Easy STOP MOTION ANIMATION
CREATIVITY & INNOVATION with KIDS

