

**Year 3 timetable 18<sup>th</sup> -22<sup>nd</sup> January 2021**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>English</b>	Look at the new spellings for the week using the Look, cover, write sheet attached. Can you use these words in a sentence? What does each word mean?	Look at the first Mrs Wordsmith word – what do you think it means? Can you use it in a sentence? What other words can you think of that mean the same? (synonym)	Look at the second Mrs Wordsmith word – what do you think it means? Can you use it in a sentence? What other words can you think of that mean the same? (synonym)	Look at the third Mrs Wordsmith word – what do you think it means? Can you use it in a sentence? What other words can you think of that mean the same? (synonym)	Get an adult or older brother or sister to test you on your spellings.
	<b>Grammar</b> There is a grammar activity set on Purple Mash today. Please log in and complete the 2do.	<b>Handwriting</b> Practise your spellings through handwriting – you don't need to use the sheet it can be straight into your books.	<b>Grammar</b> There is a grammar activity set on Purple Mash today. Please log in and complete the 2do.	<b>Handwriting</b> Use the 3 Mrs Wordsmith words and write them 5 times each and then a sentence for each word.	<b>Grammar</b> Complete the Grammar mat – you can record the answers in your home learning books.
	<p>This week we will be using what you have already found out about biographies and writing one about Theodore Roosevelt.</p> <p>Watch the video link in Monday's file.</p> <p>Use these links to research his life.  <a href="https://www.coolkidfacts.com/theodore-roosevelt-facts/">https://www.coolkidfacts.com/theodore-roosevelt-facts/</a>  <a href="https://kids.kiddle.co/Theodore_Roosevelt">https://kids.kiddle.co/Theodore Roosevelt</a>  <a href="https://www.ducksters.com/biography/uspresidents/theodoreroosevelt.php">https://www.ducksters.com/biography/uspresidents/theodoreroosevelt.php</a>  <a href="https://kids.nationalgeographic.com/explore/history/us-presidents/theodore-roosevelt/">https://kids.nationalgeographic.com/explore/history/us-presidents/theodore-roosevelt/</a> </p> <p>Use the attached template to make notes on or record straight into your book.</p>	<p>Using the information you have gathered during Monday's lesson we will write the beginning of our biographies today. We will concentrate on the introduction and his Childhood years.</p> <p>Remember that we still need to use capital letters and full stops for all our sentences. Capital letters are also needed for proper nouns.</p> <p>The slides give examples of sentence starters you can use.</p> <p>Don't forget to refer back to your features help mat from last week.</p> <p>Please take a picture, or email in your word document for us to see how you have started your bibliography.</p>	<p>Continue your biographies. Re-read what you have written yesterday and think about the feedback that has been emailed to you this morning and write the next sections. This should include adult life and some key life events.</p>	<p>Today you will finish your biographies with a concluding paragraph.</p> <p>What will they be remembered for?</p> <p>Once you have completed your biography please take a picture or email in your document so that we can mark your work ready for editing and improving next week.</p>	<p>Reading comprehension – Read the text and answer the questions on the text. Remember to search for answers in the text and read the questions carefully.</p>

Maths	Complete the flash back 4 and daily arithmetic	Complete the flash back 4 and daily arithmetic	Complete the flash back 4 and daily arithmetic	Complete the flash back 4 and daily arithmetic	Complete the flash back 4 your 3 times tables
	Consolidate 2, 4 and 8 times tables <a href="https://vimeo.com/48543279">https://vimeo.com/48543279</a> <u>1</u>	Comparing statements <a href="https://vimeo.com/48543367">https://vimeo.com/48543367</a> <u>4</u>	Related calculations <a href="https://vimeo.com/48633023">https://vimeo.com/48633023</a> <u>2</u>	Multiply 2-digits by 1-digits – no exchange <a href="https://vimeo.com/48633158">https://vimeo.com/48633158</a> <u>0</u>  Todays activity is from the video – you will need some bits of paper with the digits on.	Multiply 2 digits by 1-digits <a href="https://vimeo.com/48651359">https://vimeo.com/48651359</a> <u>3</u>  Please take a photo of your work today and email to us.
Daily read	Teach your adult how to do echo read. Read the text and answer todays retrieval question on the given text.	Re-read the extract and answer the inference question on the slide.	Paired reading – if you have a parent available paired read the text with them. Answer the questions on the next slide.	Re-read the text and order the events that took place.	Re-read the text and find 3 key points from the text that help us understand the events of his life.
Curriculum	<b>Science</b> What are non-contact forces? <a href="https://classroom.thenational.academy/lessons/what-are-non-contact-forces-6grk4d">https://classroom.thenational.academy/lessons/what-are-non-contact-forces-6grk4d</a>  Use the sheet provided to record your findings. You can take a picture of your work to email it in to us.	<b>PE</b> Set yourself a personal challenge (e.g. number of star jumps, running a distance) and try to beat your time.	<b>RE</b> In RE we will be learning about Judaism.  To begin this topic we would like to know what rules we have that we have to follow? These may be in school or at home.  What happens if the rules are not followed?  How do you feel when you follow the rules?  How does it make you feel when you don't?	<b>Computing</b> What are simulations? The work is set via Purple Mash.  A computer simulation is a program that models a real-life situation. They let you try things out that would be too difficult or dangerous to do in real life. 2. Can you suggest some examples of simulations?  Use the Prompt sheet for support. Why is a simulation a good thing? Are there any problems with simulations? Record your ideas on the worksheet set as a 2Do.	<b>PSHE</b> Use the image of Jane Goodall with her chimpanzees – What was Jane like as a child? What did she dream about when she was a little girl? Read the information about Jane as a little girl. Here is a link to a story linked to Jane Goodall's dreams and goals. <a href="https://www.youtube.com/watch?v=RFBINbkAbmQ">https://www.youtube.com/watch?v=RFBINbkAbmQ</a>  Use the flower template to think about your dreams and goals. In the centre draw a picture of yourself when you have achieved your dreams and goals. On the petals draw/write your dreams and goals.

		<p><b>Curriculum - Geography</b></p> <p>In the last few weeks you have learnt about rivers around the world and why rivers are important to people but where does a river begin?</p> <p>Today we are going to think about rivers and their sources.</p> <p>Use the following links:  <a href="http://www.primaryhomeworkhelp.co.uk/riverthames/source.htm">http://www.primaryhomeworkhelp.co.uk/riverthames/source.htm</a>  <a href="https://www.youtube.com/watch?v=l-znrVgVyck">https://www.youtube.com/watch?v=l-znrVgVyck</a></p> <p>What can you tell us about river sources? Record your findings in your home learning book.</p>	<p><b>Curriculum – Geography</b></p> <p>Look back at what you found out about the source of the River Thames in London.</p> <p>Research the River Avon.</p> <ol style="list-style-type: none"> <li>1) Where is the source?</li> <li>2) Where does it go?</li> <li>3) Which towns does it go through?</li> <li>4) Are there any bridges over the River Avon?</li> </ol> <p>Record your findings in your books.</p> <p>If you do not have access to the internet to research use the image in the file for today and tell us what you can see, what do you think the river is used for?</p>	<p><b>PE</b></p> <p>Explain that working in unison means working together at the same time. With your child copy this short sequence together:</p> <p><b>Clap hands x4 , tap knees x4 , tap head x4, clap hands x4.</b> Repeat several times to allow children to practice keeping in time. Continue counting in fours but ask children to change action – for example, tap elbow x4 or stamp foot x4. Develop into a moving sequence: walk x4, clap x4, jump x4, clap x4, turn on spot with 4 steps, clap x4.</p> <p><b>Task:</b></p> <p>Children should create a sequence to perform. This sequence can contain any action that can be performed to the same beat pattern as the clap e.g. hop, small jump, stamping etc.</p> <p><b>Extension:</b></p> <p>Can they incorporate a balance and hold for 4 counts and resume movement to the count of 4?</p> <p>How many members of the household can you get involved to perform your sequence in unison?</p>	<p>Weekly Quiz – following the attached link complete your weekly quiz linked to the learning you have completed this week.</p>
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