

Year 3

There are some colour-coded parts in this week's plan, and will be in subsequent plans, that we wanted to bring to your attention.

Anything highlighted in green is indicating a worksheet or additional information sheet.

Anything highlighted in pink is making you aware that we will be discussing this lesson in the Zoom call.

Anything highlighted in yellow will be work set in either of the CGP books that have been given to you by the school.

Anything highlighted in blue is specific work that we would like you to email to us.

Day	Maths	English	Other
Monday 25 <sup>th</sup> January 2021	<p><b>Starter</b> Times Tables Rock Stars Don't forget to choose the garage option for the times tables we are working on. You can also use the worksheets from the Remote Learning dated 11<sup>th</sup> January.</p> <p><b>Main Activity</b> <b>To count money.</b> Watch the video that explains counting money in pence. <a href="#">Spr3.4.1 - Count money (pence) on Vimeo</a> Complete these questions on the worksheet below: <a href="#">Y2-Autumn-Block-3-WO1-Count-money-pence-2019.pdf (whiterosemaths.com)</a> Below are the answers you can use to mark the Maths worksheet. <a href="#">Y2-Autumn-Block-3-ANS1-Count-money-pence-2019.pdf (whiterosemaths.com)</a></p>	<p><b>Starter</b> Spelling – spell words with the 'sh' sound spelt ch. e.g. chef, chalet, machine, brochure Write the words down, checking that you have spelt them correctly, and put them into quality sentences. If you do not know what the word means, you could write out the definition in a sentence.</p> <p><b>Main Activity</b> <b>To plan for writing.</b> We will be going through this lesson on the Zoom call. Last week, you planned and wrote a version of the story of King Midas. This week, you are going to be writing your own myth. You can base your story on a myth that you have already heard or you create your own using your imagination. Today, you need to decide who your story is going to be about, where the story is going to be set and plan out what is going to happen in your story.</p>	<p><b>Science</b> <b>To identify and name the main bones in the body.</b> <b>To label a human skeleton with the scientific names of bones.</b> Complete the <a href="#">Common Names Skeleton</a> sheet and use the key words on the sheet to help you fill in the missing names for each bone.</p> <p><a href="#">THE HUMAN BONES SONG   Science Music Video - Bing video</a></p> <p>Listen to the song above and then label the skeleton using the <a href="#">Scientific Names Skeleton</a> sheet.</p> <p>There are three versions of both sheet so you can choose your level of challenge.</p>

		<p>To help with your planning, use the <b>Roman Gods and Goddesses List</b> to choose which God will appear in your story. There are also some <b>Setting Ideas</b> for you to choose from unless you have an idea of your own. You can use a story map or a story mountain (like the one attached to last week's Remote Learning) to plan out your ideas.</p>	
<p>Tuesday 26<sup>th</sup> January</p>	<p><b>Starter</b> Using your new <b>CGP Maths Workout</b> book, complete <b>pages 1 and 2</b>. This is revision of number work: Counting and Numbers.</p> <p><b>Main Activity</b> <b>To count money.</b> Watch the video that shows you how to count money in pounds. <a href="#">Spr3.4.2 - Count money (pounds) on Vimeo</a> Complete these questions on the worksheet below: <a href="#">Y2-Autumn-Block-3-WO2-Count-money-pounds-2019.pdf (whiterosemaths.com)</a> You can either print off the sheet or write out the answers on paper. Below are the answers you can use to mark the Maths worksheet. <a href="#">Y2-Autumn-Block-3-ANS2-Count-money-pounds-2019.pdf (whiterosemaths.com)</a></p>	<p><b>Starter</b> Spelling – spell words with the ‘sh’ sound spelt ch. e.g. chef, chalet, machine, brochure Be a Teacher – Ask someone to write your spellings out but with one or two mistakes. Be a teacher and mark the spellings, correcting any mistakes.</p> <p><b>Main activity</b> <b>To begin a story.</b> <b>We will be going through this lesson on the Zoom call.</b> In order to give you the opportunity to include lots of detail, you are going to spend the next three days writing your story. Today, the focus is on the beginning. This is where you can set the scene and introduce the characters. If you planned your ideas on a story mountain, you will be using the first two sections (opening</p>	<p><b>Music</b> <b>To explore rhythm and pulse.</b> Watch these short videos to remind yourself of what pulse and rhythm are. <a href="#">What are pulse and rhythm? - BBC Bitesize</a> Go through the <b>Rhythm and Pulse</b> document and complete the activities.  Copy and complete the chart rather than printing it all out!</p>

		and build-up) for the beginning of your story. Don't write about the problem that takes place in your story yet as that will come in the middle section tomorrow.	
Wednesday 27 <sup>th</sup> January	<p><b>Starter</b> Times Tables Rock Stars</p> <p><b>Main Activity</b> <b>To use pounds and pence.</b> Watch the video below: <a href="#">Spr3.4.3 - Pounds and pence on Vimeo</a> Complete the questions on the worksheet below: <a href="#">Y3-Spring-Block-2-WO1-Pounds-and-pence-2019.pdf (whiterosemaths.com)</a></p> <p><b>Answers</b> <a href="#">Y3-Spring-Block-2-ANS1-Pounds-and-pence-2019.pdf (whiterosemaths.com)</a></p>	<p><b>Starter</b> Handwriting – In your neatest, joined handwriting, write a set of instructions for how to clean your teeth.</p> <p><b>Main activity</b> <b>To write a continuation to a story.</b> We will be going through this lesson on the Zoom call. Following on from yesterday, you are going to continue writing your story. Today, you will be focusing on the middle part of your story. This is the part where the problem occurs. Don't include the resolution as that will be completed tomorrow.</p>	<p><b>Computing</b> <b>To understand what cyberbullying is.</b> As more of our learning is taking place online at the moment, it is important that we remember how to stay safe. Read the <a href="#">Cyberbullying</a> document and complete the <a href="#">What is Cyberbullying? Activity Sheet</a> when prompted.</p> <p>You can write your answers on paper rather than printing off the activity sheet.</p>
Thursday 28 <sup>th</sup> January 2021	<p><b>Starter</b> Times Tables Rock Stars</p> <p><b>Main activity</b> <b>To convert pounds and pence.</b> Watch the video below: <a href="#">Spr3.4.4 - Convert pounds and pence on Vimeo</a> Complete the worksheet below: <a href="#">Y3-Spring-Block-2-WO2-Convert-pounds-and-pence-2019.pdf (whiterosemaths.com)</a> You can either print off the</p>	<p><b>Starter</b> Grammar, punctuation and spelling - Complete <a href="#">mat 1</a>.</p> <p><b>Main activity</b> <b>To write a story ending.</b> We will be going through this lesson on the Zoom call. Today, you will be writing the resolution to the problem and the ending of the story. You need to include as much information, or detail, as possible</p>	<p><b>Art</b> <b>To draw a dragon.</b> Watch the 20-minute video and follow the step by step instructions on how to draw a dragon. <a href="#">How To Draw A Dragon - YouTube</a></p> <p>Please email your drawing to your teacher.</p>

	<p>sheet or write out the answers on paper.</p> <p>Please email your answers to your teacher.</p>	<p>to keep the reader interested in the story.</p>	
<p>Friday 29<sup>th</sup> January 2021</p>	<p><b>Starter</b> <b>Speed Maths</b> – How quickly can you complete these number sentences?  <math>237 - 100 =</math>  <math>594 + 100 =</math>  <math>12 \times 4 =</math>  <math>56 \div 8 =</math>  <math>673 + 10 =</math>  <math>508 - 10 =</math>  <math>368 + 137 =</math>  <math>736 - 319 =</math>  <math>3/10 + 6/10 =</math>  <math>8/10 - 5/10 =</math></p> <p><b>Main Activity</b> <b>To add using money.</b>  Watch the video below:  <a href="#">Spr3.4.5 - Add money on Vimeo</a>  Complete the worksheet below:  <a href="#">Y3-Spring-Block-2-WO3-Add-money-2019.pdf</a>  <a href="#">(whiterosemaths.com)</a>  <b>Answers</b>  <a href="#">Y3-Spring-Block-2-ANS3-Add-money-2019.pdf</a>  <a href="#">(whiterosemaths.com)</a></p>	<p><b>Starter</b> Grammar, punctuation and spelling - Complete <b>mat 2</b>.</p> <p><b>Main activity</b> <b>To edit and improve a piece of writing.</b>  We will be going through this lesson on the Zoom call.  Read your story all the way through from the beginning to the end.  Does every sentence make sense?  Have you checked your spelling?  Are the sentences punctuated correctly, with capital letters and full stops (or other punctuation marks)?  Can you make any of the sentences more interesting by:  1 including adjectives?  2 using different sentence starters?  2 adding a conjunction and more information?</p> <p>Please email your edited story to your teacher.</p>	<p><b>PE</b> <b>To be physically active for a sustained period of time.</b>  Following on from last week’s PE session with Joe Wicks, have a go at another session.  Can you feel your heart beating faster? Can you continue the exercise for longer than last week without getting out of breath? How long does it take for your breathing and heart rate to go back to its normal pace?  Exercise increases the rate at which energy is needed from food, increasing the need for both food and oxygen by the body. This is why when we exercise both pulse (heart rate) and breathing rate increase. The heart speeds up to pump extra food and oxygen to the muscles, while breathing speeds up to get more oxygen into the body and remove carbon dioxide.  Recovery time is the time taken for heart rate to return to normal. If you have time, can you work out how long this is for you?</p>

**To show an understanding of a text.**

Read the extract from 'Harriet's Hare' on page 2 of your CGP Comprehension book and answer the questions on page 3.

We would recommend reading the text with an adult at least twice before looking at the questions.