



## Weekly Learning Overview

Year 3 Weekly Learning Overview w.b 14.06.21 Summer 2

Please do email me with any questions or queries you may have during remote learning/isolation. [lyndsay.gates@newhartley.northumberland.sch.uk](mailto:lyndsay.gates@newhartley.northumberland.sch.uk)

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Mrs Gates and Mrs Benefield ☺

Subject	In school learning	Remote learning
English	<p>We will continue to read the Colour Monster. Children will recall synonyms for a range of emotions and will continue to order such synonyms according to the intensity of an emotion.</p> <p>We will share write a single stanza poem, using the children's similes generated last week. Children will be challenged to extend their similes with the addition of powerful adjectives to describe each noun in their simile and will be further challenges to add effective verbs to describe the action of their object e.g. <i>I am as calm the vast ocean glistening in the morning sunlight.</i></p> <p>Children will then choose an emotion to write about and they will write their own poem, using their own similes. Children will work with a partner to respond to their</p>	<p>Watch story: <a href="#">The Color Monster, A Story About Emotions by Anna Llenas   Children's Books   Storytime with Elena - Bing video</a></p> <p>Review simile powerpoint to refresh and practise create own similes to describe emotions e.g. <i>I am as angry as dark and stormy thunder cloud, about to clash across the pitch black night sky.</i></p> <p>Choose one emotion from the colour monster story, draw this monster and underneath write a poem consisting of 3 similes to describes your emotion.</p> <p>e.g.</p> <p><i>I am as scared as a shadow lurking in the black night.</i></p> <p><i>I am as fearful as a forest of trees, eerily rustling their branches as I pass by.</i></p> <p><i>I am as fretful as an angel falling from the sky.</i></p> <p><i>I am scared.</i></p>

	<p>written feedback, reflecting upon their similes and considering how these can be further improved. Children will then practise reading their poems, using intonation and body language to keep their audience engaged. The class to guess which emotion each child's poem is about.</p> <p><b>Spellings</b> (words as identified in whole class written work): minute, would, quarter, clock, nutrition,</p> <p><b>Handwriting:</b> continue to focus on descenders – g, p, q</p>	
Maths	<p><u>Measurement: Time</u> Go over Friday's Big Maths questions and answers. <b>Recap</b> – Telling time to 5 minutes (focus again on minute hand, how many minutes past/to).</p> <p><b>Move on to:</b></p> <ul style="list-style-type: none"> <li>- Introduce hour hand, minute past which hour? Minutes to which hour? Look at position of hour hand</li> </ul>	<p><b>Telling the time to 5 minutes:</b> <a href="#">Sum3.4.5 - Telling the time to 5 minutes on Vimeo</a></p> <p><b>Telling the time to the minute:</b> <a href="#">Sum3.5.1 - Telling the time to the minute on Vimeo</a></p> <p><b>Am and Pm:</b> <a href="#">Sum3.5.2 - Using am and pm on Vimeo</a></p> <p>Please see supporting worksheets uploaded to our remote learning class page.</p>

	<p>as it moves around the clock.</p> <ul style="list-style-type: none"> <li>- Using am and pm.</li> <li>- Telling time to the minute</li> </ul>	
Science	<p><b>Healthy eating week 14th-18th June Food Safety week 14-20th June.</b></p> <p>Children will be investigating different types of skeletons. They will look at vertebrates and invertebrates and will look at various pictures of animals to decide if they are vertebrates or invertebrates. Children will then be introduced to endoskeletons, exoskeletons and hydrostatic skeletons, considering similarities and differences. Children will talk with a partner to think of examples of animals with each type of skeleton. The class will share their examples. Children will then sort through given pictures of a range of animals, to decide if each animal has an endo, exo and hydrostatic skeleton. To conclude, we will discuss which skeleton is best. Children will be asked to consider their opinions and to articulate and justify their views to the class.</p>	<p>Slides and sheets attached to remote learning year 3.</p> <ul style="list-style-type: none"> <li>- What are the 3 different types of skeletons?</li> <li>- Can you think of an example of an animal with each skeleton?</li> <li>- Sort animals into the correct category.</li> <li>- Which skeleton do you think is the best and why?</li> </ul>

Computing	<p>Children will continue to practise logging on to school360 successfully using their own login. We will discuss their passwords and why there is a combination of capital letters, numbers and letters – linked to keeping ourselves and information safe online. Children will access Scratch via School 360 and this week we will learn how to add to our lines of code, learning to move sprites across the scene, adding loops.</p>	<p>Children to access Scratch via their School 360 account (resources, computing, Scratch). Use powerpoint attached to remote learning to guide activities.</p>
History	<p>We will look at the different Greek Gods. We will examine how Mount Olympus is an important element to this and how Zeus is one of the most important. We will look at evidence for this knowledge – Homer etc.</p> <p>We will write some information sheets about the Greek gods. We will make a draft first and then move to a neat copy.</p>	<p>Can you find out about the Greek Gods? You could write a short information sheet on them?</p> <p>You can Google for this information but BBC bitesize is a great place to start.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgt7mp3">https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgt7mp3</a></p>
Geography		
PSHE	<p>Children will talk about what is meant by a community.</p>	<p>Create a drawing of yourself as part of a community (do you go to Scouts/Brownies?). Annotate your</p>

	<p>Talk about examples of communities, do they belong to any? Does Mrs Gates belong to any communities? We will look at how we show that we belong to that community (what we wear etc). We will consider roles and responsibilities within a community and why these are important. Children will consider:</p> <p>L7 – the different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment and will continue to develop the skills to exercise these responsibilities.</p>	<p>drawing with special clothing, objects which are important to your community. Take a photograph of yourself wearing your special uniform or of your special objects and email these to Mrs Gates to share with the class.</p> <p>See Community powerpoint attached to remote learning website.</p>
PE	<p><b>Dance - NUFC</b></p> <p>Children will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p>	<p>Use the Calm Cards to practise calming breathing techniques and yoga poses. These help to regulate 'big' emotions such as angry, excited, nervous, sad and bring us back to calm.</p>
Music	<p>We will continue to listen (and watch!) Peter and the Wolf. We will look at how</p>	<p>You could spend some time watching Peter and the Wolf on You Tube. (Link below) Look at how</p>

	each animal moves and how this relates to each instrument. We will also look at the Oboe and how this instrument describes the movement of	each instrument is used to describe each animal.  <a href="https://www.youtube.com/watch?v=Va8Uz6MoKLg">https://www.youtube.com/watch?v=Va8Uz6MoKLg</a>
RE	We will continue to look at the Torah and its significance to Judaism.	Try to find out some information about the Torah. Bitesize is a great place to start.  <a href="https://www.bbc.co.uk/bitesize/clips/zjkq6sg">https://www.bbc.co.uk/bitesize/clips/zjkq6sg</a>
DT	We be will looking at a recipe for baklava. We will look at local ingredients and how it could be used.	Can you find a recipe for baklava? If you have time and ingredients – you could try to make some of this at home!  <a href="https://www.bbcgoodfood.com/recipes/nutty-baklava">https://www.bbcgoodfood.com/recipes/nutty-baklava</a>
Art		
French (KS2 only)	Children will listen to and read days of the week in French. They will begin to practise reciting the days of the week in French, using a song. Children will be challenged throughout the week to read the written day of the week in our date, and to pronounce this in French.	See powerpoint attached to remote learning tab, with songs included.