



Weekly Learning Overview

Year 3 Weekly Learning Overview w.b 28.06.21 Summer 2

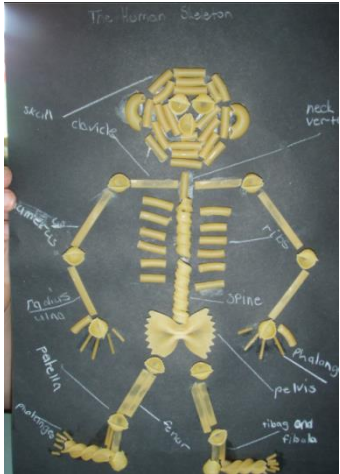
Please do email me with any questions or queries you may have during remote learning/isolation. lyndsay.gates@newhartley.northumberland.sch.uk
nick.benefield@newhartley.northumberland.sch.uk

Mrs Gates and Mrs Benefield ☺

MOVE IT WEEK

Subject	In school learning	Remote learning
English	<p>To identify features of a genre: Give children, in small groups, a selection of books (or books covers). These could be both known and unknown. Have sorting hoops available and ask children to label them as fantasy and realistic. Some children may wish to create a middle 'venn' of books that have elements of both. Children then sort the books into each genre, justifying on each occasion why they should be there. Give children a selection of statements, e.g.: set somewhere magical or set somewhere familiar Ask children to sort the statements into the correct hoops, adding their own, when completed.</p> <p>Fronted Adverbials Children match a range of fronted adverbials to images from the story which they match with e.g. As the tide crept in. Children then are given images to represent significant events in the story so far, they sequence the</p>	<p>Watch story: Flotsam by David Wiesner (Wordless picture book) (ASMR) (waves) - Bing video</p> <p>Children explore a range of books that they can find in the house. How do they look similar/different? Can children identify the difference between grown ups books and those meant for children? Look specifically at children's books —, with support, discuss fantasy and realistic. Children explore covers, images and clues which may tell them that the story is a fantasy story or a realistic story. Do children know any examples of fantasy stories? Do they enjoy this genre?</p> <p>Children use their understanding of fantasy genres to design their own book cover for their own fantasy book. Children choose their own titles and images based on the inspiration from their own book collections.</p> <p>Can you draw a storyboard or story map to represent the main events of Flotsam (up until the picture with the large starfish). Can you use your images to re-tell your version</p>

	<p>events in order and re-tell the story with a partner using fronted adverbials from previous lesson.</p> <p>Shared class re-write of story, using fronted adverbial sentence starters and picture sequence.</p> <p>Spellings– zhuh spelt sure.</p> <p>Handwriting: s, e, k</p>	<p>of the story up until this point? Try to use the following fronted adverbials in your re-tell:</p> <ul style="list-style-type: none"> • As the tide crept in, • Whilst at the seaside, • Upon discovering the film, • As soon as we returned to the beach, • When the crab moved, <p>See PowerPoint on fronted adverbials.</p>
Maths	<p><u>Healthy eating code breaker activity</u>: practise addition and subtraction using a number line to recap skills from KSI and help children with their weekly Big Maths work</p> <p><u>Durations</u>: Football game duration word problems, children use clocks to work out duration problems.</p> <p><u>Mystery of the squashed snack maths problem solving</u>: range of activities to recap KSI skills such as mental addition and subtraction, data interpretation, multiples of 2,5 and 10, halves, quarters and thirds.</p> <p><u>Comparison of durations</u>: children work out duration</p>	<p>Healthy eating code breaker activity: worksheet attached, see powerpoint to recap number line work</p> <p><u>Durations</u>: Football game duration word problems, see attached word problems.</p> <p><u>Comparison of durations</u>: Sum3.6.1 - Comparing durations on Vimeo</p> <p>Please see supporting worksheets uploaded to our remote learning class page.</p>

	using number line and then compare using < > symbols.	
Science	<p>Science</p> <p>Children will learn and use the scientific names for the main bones in the human body and explain how the skeleton protects, supports and helps the body to move as well as sorting animals based on their skeletons.</p> <p><u>Naming bones:</u> Children complete scientific naming of bones worksheet with clues/wordbank.</p>	<p>Do you have the book 'Funnybones' at home? This provides a lovely starting point to discuss human skeletons and bones.</p> <ul style="list-style-type: none"> - What do children already know about bones/the human skeleton? - Can they name any bones? Do they know any common bone names or scientific bone names? - Children complete skeleton labelling activity using given word bank. - Practical alternative: Children create a skeleton picture using spaghetti and label this using either common bones names (thigh bone etc) or scientific names. 
Computing	In this lesson, learners will program a sprite to move in	Children to access Scratch via their School 360 account (resources,

	<p>four directions: up, down, left, and right. They will begin by choosing a sprite and sizing it to fit in with a given background. Learners will then create the code to move the sprite in one direction before duplicating and modifying it to move in all four directions. Finally, they will consider how their project could be extended to prove that their sprite has successfully navigated a maze.</p> <p><u>Learning objectives</u></p> <p>To create a program to move a sprite in four directions:</p> <ul style="list-style-type: none"> • I can choose a character for my project • I can choose a suitable size for a character in a maze • I can program movement 	<p>computing, Scratch). Use powerpoint and videos attached to remote learning tab to guide activities.</p>
History	<p>To tie in with the Move It week we will be looking at the Olympic games in Ancient Greece. We will look at its origins, what events took place (you might be</p>	<p>What can you find out about the Olympic Games. BBC bitesize is a great place to start.</p> <p>https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36j7ty</p>

	surprised!) and how the whole even unfolded. We will compare them to the modern Olympics that started in 1896.	
Geography		
PSHE	<p>PSCHE – Healthy eating</p> <p>Plate sorting activity – emphasise children's accountability in making their own healthy eating choices</p>	<p>Worksheet and powerpoint available.</p> <p>Can you identify foods in your own cupboards/fridge/freezer from each of the food groups? Can you create your own healthy packed lunch? Take photographs to show Mrs Gates – which food group does each item belong to?</p>
PE	<p>Dance - NUFC</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 look at Peter and the Wolf and movement.</p> <p>The children will each use an unturned musical instrument and try to make music that will describe an animal's movement. For example they could use a small drum to describe a lion</p>	<p>Peter and the Wolf is on You Tube</p> <p>https://www.youtube.com/watch?v=Va8Uz6MoKLg</p> <p>Perhaps you could watch how the animals move to this music. Do you have any instruments in the house? Can you use them to show how animals move?</p>

	<p>moving stealthily catching prey.</p> <p>This is a continuation from last week.</p>	
RE	<p>We will look at different Jewish objects and talk about what they are and what they mean. We will relook at</p> <ul style="list-style-type: none"> • Torah • Yad <p>Then we will look at</p> <ul style="list-style-type: none"> • Challah cover • Dreidel • Havdallah candle • Kippah • Menorah • Shabat candle • Siddur prayer book • Sukkah • Tallit 	<p>Can you find out about some of these objects? In particular</p> <p>Kippah Dreidel Sukkah.</p>
DT	<p>Looking at food labels from other countries. How far have they come? Work out the actual 'food miles'</p>	<p>Have a look at the food in your cupboard. Where do you think it come from? Can you find the label that tells you where it comes from? But this time can you find out how far some items travel? Can you work out their mileage?</p>
Art		
French (KS2 only)	<p>Children will listen to and read days of the week in French. They will begin to practise reciting the days of</p>	<p>See powerpoint attached to remote learning tab, with songs included.</p>

	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.	
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