







Year 3: Remote Learning Schedule

W/C 8 th February	Monday	Tuesday	Wednesday	Thursday	Friday
Maths <i>(approx. 45 mins per lesson)</i> This week our focus is: Statistics	Lesson 1: To recap pictograms	Lesson 2: To understand and use bar charts <i>Click here to watch the video to support you.</i>	Lesson 3: To understand and use tables <i>Click here to watch the video to support you.</i>	Lesson 4: To complete my end of block assessment	Lesson 5: Arithmetic <i>Challenge yourself with our weekly number skills check.</i>
	<i>You will find links to videos produced by White Rose Maths above. The questions and answers are attached below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</i>				
<div><div></div><div>Remember to log in to TT Rockstars each week to practise your times tables! <i>Message your teacher on ClassDojo if you've forgotten your login details.</i></div><div></div></div>					
<div><div></div><div>Remember to share your learning on ClassDojo! <i>Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.</i></div><div></div></div>					
English <i>(approx. 45 mins per lesson)</i> This week our focus is: Newspaper report	Lesson 1: Poetry <i>To answer questions about a poem.</i>	Lesson 2: Grammar <i>To recognise and use first, second and third person.</i>	Lesson 3: Vocabulary <i>To recognise informal and formal language.</i>	Lesson 4: Writing <i>To write a first draft of a newspaper report.</i>	Lesson 5: Writing <i>To edit a newspaper report.</i>
	<i>The questions and answers are attached below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</i>				
This week's spellings are: telescope, television, telephone, subway, submarine, submerge (Remember to test yourself on Friday!)					
Reading for Pleasure <i>is such an important part of our curriculum and you should be reading every day. On Wednesday afternoon this week, your class teacher will upload a video onto ClassDojo of them reading a poem or an extract from a book.</i>					
Reading for Productivity <i>is a fantastic way for us to expand our knowledge and understanding of our wider curriculum lessons. Read the texts and answer the attached questions.</i>			Lesson 1: Art	Lesson 2: Computing	Lesson 3: Geography
				Lesson4: Science	Lesson 5: PSHE
Extended Curricular Learning <i>provides a great opportunity to exercise skills in foundation subjects and science. Within this pack, you will find 5 activities that link to our topic: one for each day. Please continue to upload your work to ClassDojo for your teacher to see!</i>					



Year 3 Knowledge Organiser: Statistics

VIPs

Each symbol in a pictogram has a value.

Half a symbol represents half of the value.

A bar chart has a vertical scale (axis) which is used to represent or read the total for different categories (bars)

The higher the data represented on a bar chart, the higher the increments may be on the scale.

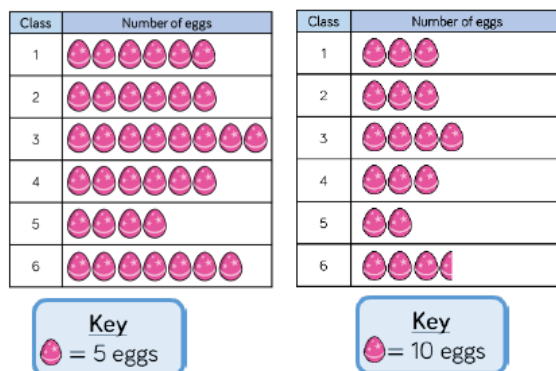
A table has rows (horizontal) and columns (vertical) which are labelled to help us interpret and categorise certain information.

Fat Questions

When might you need to gather data in real life?

Which would be the most appropriate chart or graph and why?

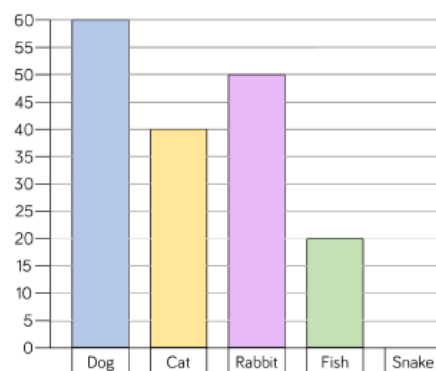
Pictograms



Tables

	Whitney	Jack	Eva	Mo	Teddy	Annie
Football	✓		✓	✓		✓
Rugby			✓		✓	
Tennis	✓	✓		✓		✓
Cricket			✓		✓	
Basketball		✓	✓	✓		✓

Bar Charts



Prior Learning - Tally Charts

Pet	Tally
Dog	
Cat	
Rabbit	
Fish	

Key vocabulary

1. Interpret
2. Symbol
3. Pictogram
4. Bar chart
5. Table
6. Most
7. Least
8. More than
9. Less than

Intent

Children will be able to interpret and present data using bar charts, pictograms and tables.

Children will be able to solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.
















Maths lesson 1: To recap pictograms (Main Task - Blue)

Pictograms



- 1 The pictogram shows the number of ice creams sold each day.

Day	Number of ice creams sold
Monday	   
Tuesday	 
Wednesday	      
Thursday	 
Friday	   
Saturday	         
Sunday	     

Key  = 5 ice creams

- a) On which day were the most ice creams sold?

- b) On which two days were 20 ice creams sold?

- c) How many ice creams were sold on Thursday?




















- d) How many more ice creams were sold on Friday than Thursday?

- e) More ice creams were sold in total on Saturday and Sunday than during the rest of the week.

Do you agree? _____

Show your workings.

- 2 The pictogram shows the colour of cars parked in a car park.

Colour	Number of cars in car park
Red	    
Blue	    
White	      
Yellow	 

Key  = 2 cars

- a) How many parked cars are red?

- b) How many parked cars are blue?

- c) How many cars are parked in total?

- d) Write a question about the pictogram.

Can a partner answer your question?



- 3 Class 3 are asked how many pets they have.





Here are the results.

Children with 0 pets	8
Children with 1 pet	14
Children with 2 pets	9
Children with 3 or more pets	2

- a) Eva starts a pictogram to show the results.

Complete the pictogram and the key.

Key  = pets

Pets	
0 pets	   
1 pet	
2 pets	
3 or more pets	

- b) How did you know what value to choose for the key?



- 4 Amir wants to use a pictogram to represent this data.

	Minutes spent on the bus
Monday	60
Tuesday	20
Wednesday	50
Thursday	50
Friday	80

- a) What symbol could Amir use? Draw a key to show what each symbol represents.

- b) Draw the pictogram for Amir.

Monday	Tuesday	Wednesday	Thursday	Friday

- c) Compare pictograms with a partner.

What is the same and what is different?





Maths Lesson 1: Red Tasks

If you find the main activity a bit too tricky, try these questions instead...

1a. Complete the missing sections of the pictogram using the information below.

Month	Number of Children
January	
February	
March	
April	
May	

Key: = 1 child

A. 4 children have their birthday in January.
B. 2 more children have their birthday in March than February.
C. 3 fewer children have their birthday in May than April.

2a. Answer the questions about the school's favourite sport.

Class	Number of Children
Class 1A	
Class 2A	
Class 3A	
Class 4A	
Class 5A	

Key: = 5 children

A. How many children like football in class 2A?
B. How many children like football in Class 4A and Class 5A?
C. Which class liked football the most?
D. Which two classes liked football the least?

Maths Lesson 1: Gold Tasks

If you whizz through the main activity or feel confident and want to challenge yourself further, try these questions...

5a. Complete the missing sections of the pictogram using the information below.

Snack	Number of People
Cherries	
Cookie	
Strawberry	
Chocolate	
Orange	

Key: = 12 people

A. 6 more than the total of oranges chose strawberry.
B. 9 fewer than the total of chocolate chose oranges.
C. 6 more than the total of cherries chose a cookie.

6a. Answer the questions about the ice cream treats sold at a tuck shop.

Ice Cream	Number of Items Sold
Sundae	
Bowl	
Sugar cone	
Sandwich	
Wafer cone	

Key: = 8 sold

A. How many sugar cones were sold?
B. Which two items were equally sold?
C. How many fewer bowls were sold than wafer cones?
D. Which items have a difference of 20?

7a. Maria has created this pictogram.

Vegetable	Number of Vegetables Sold
Potato	
Broccoli	
Cabbage	
Pepper	

Key: = 6 sold

She thinks the difference between the number of peppers and broccoli sold is 12. True or false? Convince me.



8a. Brad is drawing a pictogram.

Flowers	Number of Children
Rose	
Sunflower	
Bluebell	
Daisy	

He knows more children like daisies than bluebells, but fewer children like daisies than roses. Complete the pictogram showing one of the possibilities, if one flower is worth 7.



9a. Mary draws a pictogram to show KS2's favourite sport. The total number of children that voted is 72. She thinks each image is worth 8.

Sport	Number of Children	Total
Cricket		
Basketball		
Rugby		
Tennis		

Complete the total for each activity to see if she is correct. Prove it.





Maths lesson 1 – Deepen the moment...

1. Katie begins creating the pictogram below. She completes the board games and dominoes sections but runs out of time to fill in the rest. Explore the possible value of the key and complete the pictogram.



48 children voted in total.

Key: 😊 = ____ children

Toy	Number of children
Board games	😊😊
Spinning tops	
Action figures	
Dominoes	😊😊😊😊

Investigate the different statements that can be created using inequality symbols which each compare the value of three items shown in the pictograms above.

_____ < _____ > _____

DP

2. Indi and Isaiah spill pizza sauce on the pictogram below. They know that in total, more than 70 but less than 100 pizzas were made.

Flavours	Number of pizzas made
Vegetarian	🍕🍕🍕
Margherita	🍕🍕🍕
Olive	🍕🍕
Pepperoni	🍕



Most people chose pepperoni.

Between 8 and 16 people chose vegetarian.



Key: 🍕 = ____

Use the clues to investigate what each pizza is worth and how many people chose olive and pepperoni pizzas.

DP



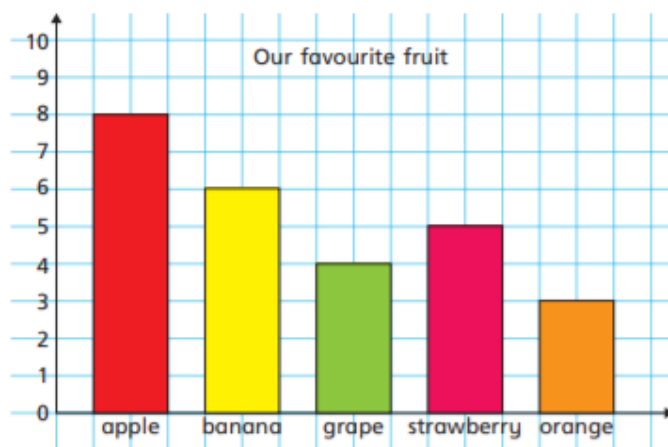
Maths lesson 2: To understand and use bar charts (Main Task - Blue)

Bar charts



- 1 All the children in Class 3 choose their favourite fruit.

The bar chart shows the results.



Use the bar chart to answer the questions.

- a) What is the most popular fruit? _____
- b) How can you tell just by looking?

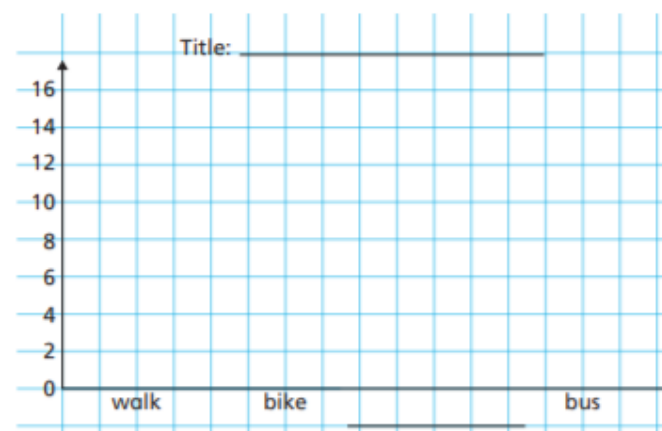
- c) What is the least popular fruit? _____
- d) How many more children like apples best than like grapes best?
- e) How many children are there in Class 3?

- 2 Some children are asked how they get to school.

The tally chart shows the results.

Method	Tally	Total
Walk		
Bike		
Car		
Bus		

- a) Complete the chart.
- b) Draw a bar chart to represent the data.







































- c) Which chart do you prefer? Tick your answer.
- tally chart ☐ bar chart ☐
- What are your reasons?

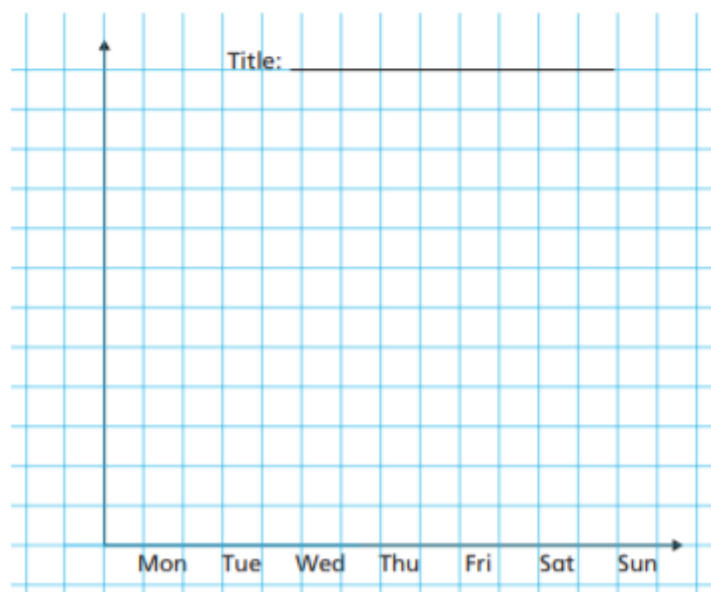




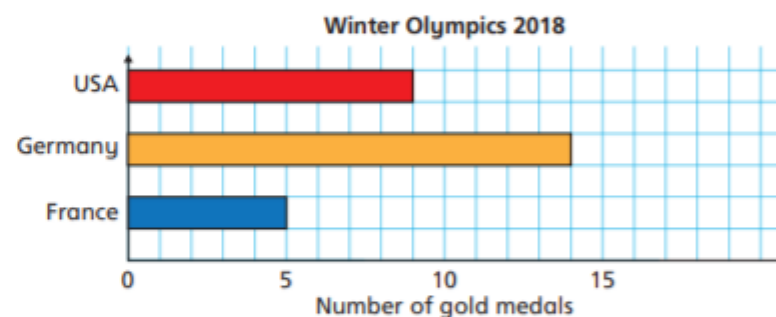
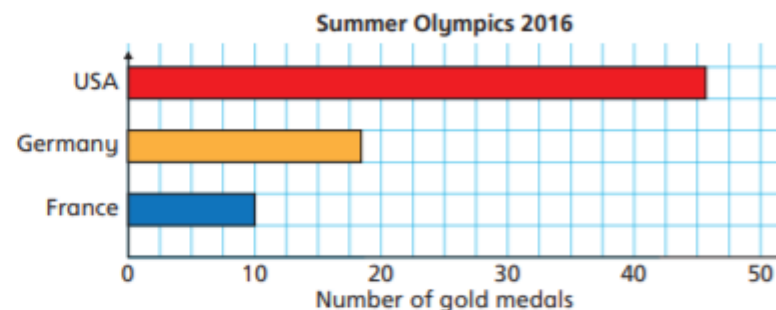
- 3 The pictogram shows the number of ice creams sold each day.

Day	Number of ice creams sold	Key  = 5 ice creams
Monday	   	
Tuesday	 	
Wednesday	      	
Thursday	 	
Friday	   	
Saturday	         	
Sunday	     	

Draw a bar chart to represent this data.



- 4 The bar charts show the number of gold medals won by some countries in the Summer and Winter Olympics.



a)

Germany won more medals at the Winter Olympics than the Summer Olympics as the bar is longer.



Is Mo correct? _____

How do you know?

b) Which country won the most medals in total?





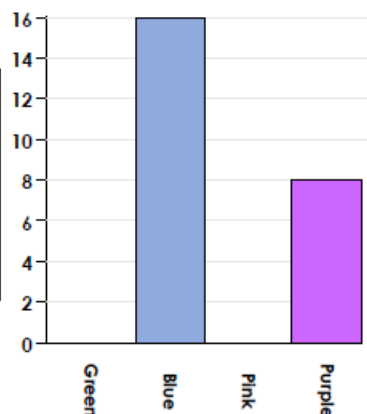
Maths Lesson 1: Red Tasks

If you find the main activity a bit too tricky, try these questions instead...

1a. Use the information to complete the pictogram and the bar chart.

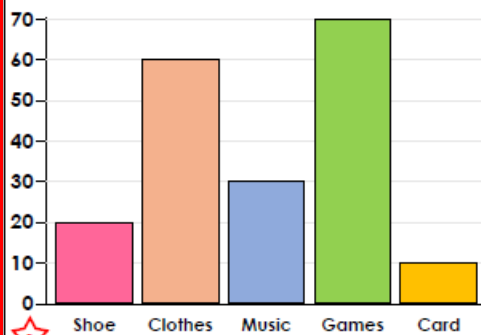
Colour	Number of children
Green	👤👤👤👤👤👤👤👤
Blue	
Pink	👤👤👤👤👤
Purple	

1 face = 2 children



VF

2a. Use this bar chart to answer the questions about favourite shops.

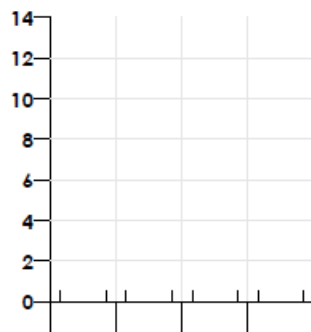


- Which shop is most popular?
- How many more children like clothes shops than card shops?
- How many children like shoe shops?
- How many children are asked in total?

VF

3a. Create a bar chart using this tally chart.

Favourite dessert	Number of children
Fruit	
Ice cream	
Cake	
Yoghurt	



VF

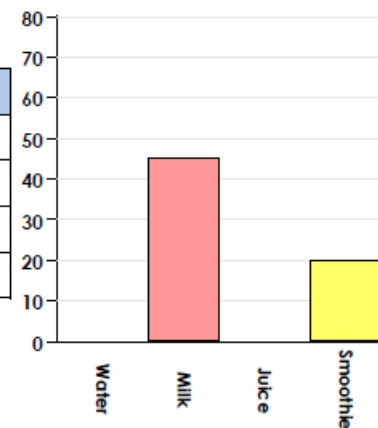
Maths Lesson 1: Gold Tasks

If you whizz through the main activity or feel confident and want to challenge yourself further, try these questions...

7a. Use the information to complete the pictogram and the bar chart.

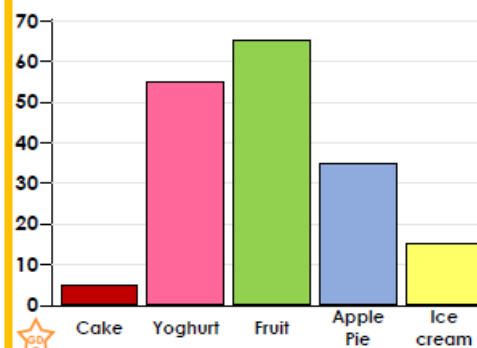
Drinks sold	Number of drinks
Water	🥤🥤🥤🥤🥤🥤
Milk	
Juice	🥤🥤🥤
Smoothie	

🥤 = 2 cups
🥤 = 4 cups



VF

8a. Use this bar chart to answer the questions about desserts sold in a cafe.

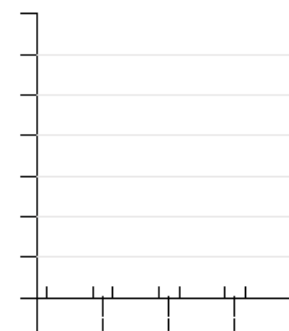


- How many portions of apple pie were sold?
- How many fewer portions of ice cream were sold than fruit?
- Which dessert was least popular?
- How many portions of dessert were sold altogether?

VF

9a. Create a bar chart using this tally chart. Write on the correct scale and labels.

Pizzas	Number of pizzas sold
Cheese	
Veggie	
Pepperoni	
Tuna	



VF



Maths lesson 2 – Deepen the moment...

Year 3 recorded the points they scored in PE.
Do you think these results would be best displayed in a pictogram or a bar chart?
Explain your answer.

Team	Points
Blue	5
Green	12
Yellow	14
Red	6



Maths lesson 3: To understand and use tables (Main Task - Blue)

Tables



- 1 The table shows school attendance for a Year 3 class.
There are 27 children in the class.

Day	Girls	Boys
Monday	15	11
Tuesday	14	12
Wednesday	14	10
Thursday	15	12
Friday	15	11

- a) How many children attended school on Monday?

$$\square + \square = \square \text{ children}$$

- b) On which day did all the children in the class attend school?

How do you know?

- c) How many boys are in the class?

- d) How many girls are in the class?

- e) Why is there no data for Saturday or Sunday?

- f) Who had better attendance – girls or boys?

How did you work it out? Did your partner do the same?



- 2 The table shows the number of school days in each month.

Month	Number of school days
January	18
February	15
March	19
April	16
May	22
June	20
July	7
August	0
September	18
October	17
November	22
December	16

- a) Which month has the fewest school days? _____
Why?

- b) Term 1 is from September to December.

Term 2 is from January to April.

Term 3 is from May to July.

Which term has the most school days?

Term



- 3 The table shows the number of packets of crisps sold in a small shop.

Crisps sold	6:00 – 9:00	9:00 – 12:00	12:00 – 15:00	15:00 – 18:00
Salted	6	19	26	25
Salt and vinegar	0	12	14	7
Paprika	3	9	20	10
Cheese and onion	1	11	14	8

- a) Which flavour of crisp is the most popular?

- b) Which is the least popular flavour?

- c) How many packets of crisps were sold between 6:00 am and 9:00 am?

- d) Between what times were the most salt and vinegar crisps sold?



- 4 The table shows the number of newspapers and magazines sold by a shop from Monday to Friday.

Day	Number of newspapers	Number of magazines
Monday	126	103
Tuesday	148	113
Wednesday		87
Thursday	150	223
Friday	103	186

- a) How many newspapers and magazines were sold in total on Tuesday?

- b) How many more magazines were sold on Thursday than on Wednesday?

- c) There were 650 newspapers sold in total.
How many newspapers were sold on Wednesday?

- d) On which day do you think new magazines come out?
Why?





Maths Lesson 1: Red Tasks

If you find the main activity a bit too tricky, try these questions instead...

1a. Use the table to answer the questions about pizza toppings.

A. Which pizza can Mum and Dad share?

B. Which pizzas does Dad dislike?

C. How many pizzas does Mum like?

D. Which parent dislikes eating chicken on a pizza?

	Mum	Dad
Chicken	✓	
Sausage	✓	
Spinach	✓	✓
Pepperoni	✓	

VF

2a. The table below shows the number of cars using a car park.

	Morning	Afternoon
Monday	15	14
Tuesday	11	4
Wednesday	9	15
Thursday	12	17
Friday	6	12

A. Which morning had the least amount of cars?

B. On which afternoon were there less than 10 cars parked?

C. On which afternoon did the car park have more than 16 cars parked?

D. On which day did the car park have an odd amount of cars in the morning and afternoon?

VF

3a. The table shows the results of a pet survey in Class B.

Pet	Children in Class B
Dog	5
Rabbit	2
Hamster	4
Fish	8
Cat	12

A. Which pet is owned by the most children in Class B?

B. Which pet is owned by an odd number of children in Class B?

C. How many children own fish in Class B?

D. Order the pets from the pet with the least owners to the pet with the most owners.

VF

Maths Lesson 1: Gold Tasks

If you whizz through the main activity or feel confident and want to challenge yourself further, try these questions...

7a. Use the table to answer the questions about jobs at Stomach Sensations Ltd.

A. Which job is done by sixteen more men than women?

B. Which job is done by an even amount of women altogether?





C. Which two jobs have equal numbers of male and female workers?

D. Which job has the 2nd largest amount of people in total?

	Men (under 30)	Women (under 30)	Men (30+)	Women (30+)	Men temp workers	Women temp workers	Total
Managers	2	3	6	7	0	0	15
Drivers	10	0	11	7	2	0	30
Kitchen staff	8	5	3	10	4	8	38
Counter staff	4	4	4	2	0	1	19
Cleaners	3	4	2	2	9	8	28

VF

8a. The table below shows the colours of dogs' coats.

	White	Black	Golden	Ruby	Brown	Fawn	Total
Golden Retriever	12		7	0	4	0	24
Labrador	0	13	8	0	19	12	
Cocker Spaniel	11	9	13		16	0	55
Poodle	18	9	10	11		0	58

A. How many dogs were surveyed altogether?

B. What is the difference between the most popular colour of dog coat and the least?

C. Which breed surveyed in total isn't a multiple of two?

D. Which two colours, when combined, make an even number with a digit sum of 5?

VF

9a. The table shows the choice of subjects and their popularity.

	French	RE	Drama	Art	German	Music	History	Total
Boys	20	28	31	30	19	46	47	221
Girls	46	36	39	39	18	33	44	228

A. How many pupils chose to study languages in total?

B. How many more girls were surveyed than boys altogether?

C. How many more pupils chose History than Drama and German combined?

D. Which subjects were more popular than Drama but less popular than Art?

VF





Maths lesson 3 – Deepen the moment...

This table show the number of tickets sold to a pay.
Write at least 3 questions you could ask about the table.

Day	Afternoon	Evening
Tuesday	120	250
Wednesday	142	243
Thursday	155	215
Friday	201	265



Maths lesson 4: End of block assessment

Year 3

Statistics

Name _____



- 1 The pictogram shows the number of animals on a farm.

Animal	Number on farm
Sheep	★ ★ ★ ★
Horses	★ ★
Chickens	★ ★ ★ ★
Cows	★ ★ ★ ★ ★

★ = 10 animals

How many cows are there on the farm?

_____ cows

How many more sheep are there than horses?

How many animals are there altogether?

_____ animals

1 mark

1 mark

1 mark

- 2 Class 3 voted for their favourite drink.
The results are shown in the pictogram.

Drink	Number of children
Apple Juice	☐ ☐ ☐
Orange Juice	☐ ☐ ☐ ☐ ☐ ☐
Milk	☐ ☐ ☐ ☐ ☐
Water	

☐ = 2 drinks

7 people like water the most.

Complete the pictogram.

Complete the sentences.

The most popular drink is _____

3 more children like milk than _____

Less children like _____ than water.

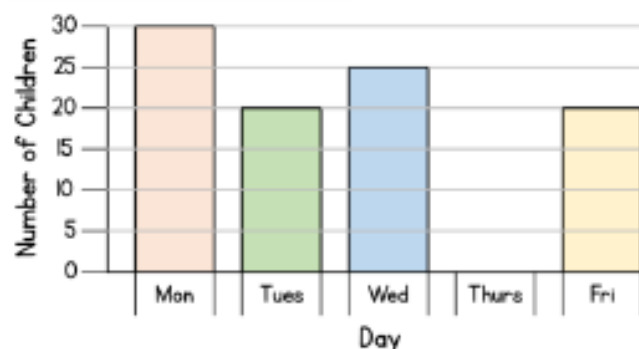
1 mark

3 marks



- 3 The table and bar chart show how many children attend breakfast club each day.

Day	Number of Children
Monday	30
Tuesday	
Wednesday	25
Thursday	15
Friday	



Complete the table and bar chart.

How many more children attend on Monday than on Friday?

Alex says,



Less than 100 people go to breakfast club each week.

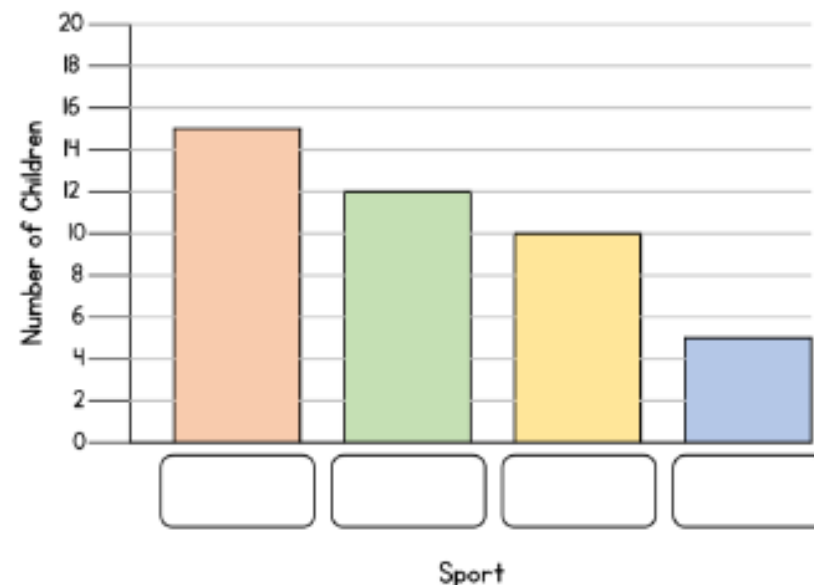
Do you agree? Explain your answer.

3 marks

1 mark

1 mark

- 4 Use the information to complete the missing labels on the bar chart.



Netball is the most popular sport.

Three times as many people like netball as like rugby.

Twice as many people like tennis as like rugby.

The number of people who like football is more than 10

3 marks

Circle how confident you feel with statistics.

1

2

3

4

5

Not
confident

Very
confident

1. μ



7

$$398 + 429 =$$



1 mark

10

$$27 \div 3 =$$



1 mark

8

$$828 - 377 =$$



1 mark

11

$$27 \times 4 =$$



1 mark

9

$$7 \times 8 =$$



1 mark

12

$$69 \times 8 =$$



1 mark



13

$93 \div 3 =$

A 10x5 grid is shown. A rectangle is drawn on the right side, spanning 3 rows and 4 columns. The rectangle is positioned such that its top-left corner is at the intersection of the 3rd row and the 7th column, and its bottom-right corner is at the intersection of the 6th row and the 10th column.

1 mark

14

$$\frac{2}{9} + \frac{5}{9} =$$

A 10x10 grid is shown. A rectangle is drawn on the grid, spanning 4 units in width and 2 units in height. The rectangle is positioned such that its bottom-left corner is at the intersection of the 6th vertical line and the 4th horizontal line from the top. Its top-right corner is at the intersection of the 10th vertical line and the 6th horizontal line from the top.

1 mark

15

$$\frac{5}{8} - \frac{3}{8} =$$

A 10x5 grid is shown. A rectangle is drawn on the right side, spanning 4 columns and 2 rows. The rectangle is positioned such that its left edge is at the 6th vertical grid line, its right edge is at the 10th vertical grid line, its top edge is at the 4th horizontal grid line, and its bottom edge is at the 6th horizontal grid line.

1 mark



English – Practise your spellings

Remember to ... **Look, cover, say, write and then check!**

telescope			
television			
telephone			
subway			
submarine			
submerge			

Use the first column example words to go over the letters and practise your handwriting joins.
Can you write sentences for each of your spellings?



Additional Handwriting Practice



Joining the Letter 'n'

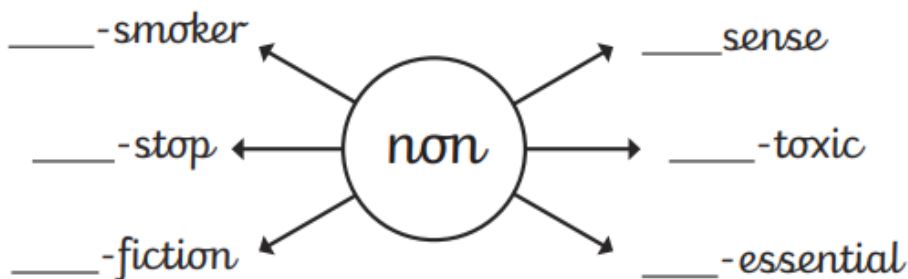
Continue each line using diagonal joins to these anticlockwise letters.

no

na

nd

Add the prefix 'non' to the start of these words.
Make sure that you use your diagonal letter joins.



Add 'na' or 'nd' to the middle of these words. Make sure that you use your diagonal letter joins. What words have you created?

gra___son hu___red ma___ger

sur___me wo___erful sig___l



Joining the Letter 'o'

Continue each line using a horizontal letter join from your 'o'.
Remember that you are joining to anticlockwise letters so you need to stop your pen/pencil and reverse your hand movement when forming the second letter of each letter pattern.

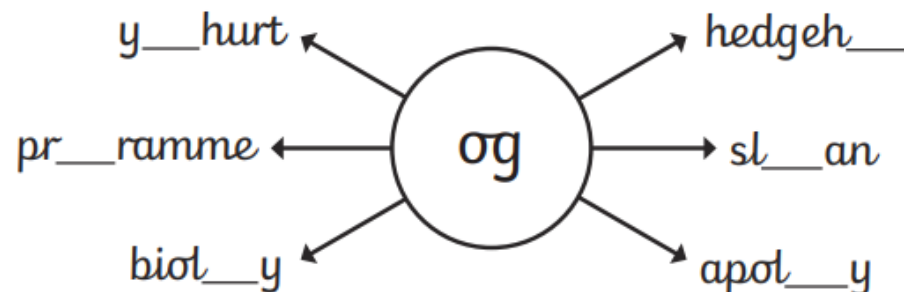
oo

ou

ol

og

Add the letter pattern 'og' into these words.



Do these words need 'oo' or 'ou' adding to them? What words have you created?

sp___n gr___n gl___my

fl___t t___st pr___f



Joining the Letter 'p'

Continue each line using the trickier bottom join from the letter 'p' to these anticlockwise letters.

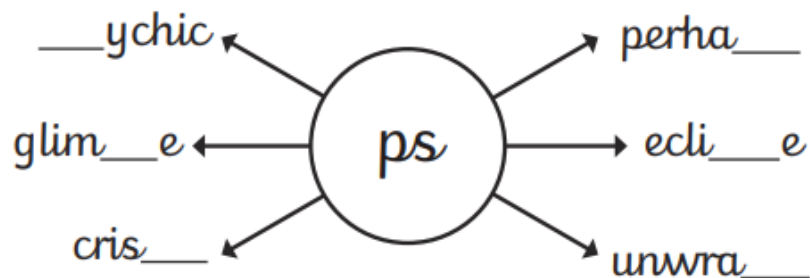
pc

po

pa

ps

Add 'ps' into these words. Make sure that you go underneath the body of your 'p' before flicking diagonally to your 's'.



Add 'pa' or 'po' to the beginning of these words. Make sure that you join carefully from your 'p'. What words have you created?

__lygon __tient __werful

__stbox __yment __inful



Joining the Letter 'r'

Continue each line using a horizontal join from the letter 'r'.

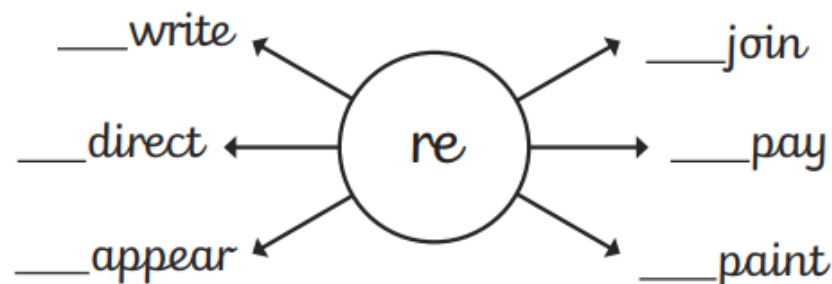
rn

ri

ru

re

Add the prefix 're' to the start of these words. Make sure that you use your horizontal letter joins.



Add 'ru' or 'ri' into these words. Make sure that you use your horizontal letter join from the 'r'. What words have you created?

st__ck mate__al g__mpy

st__ke __nner __bbon



Joining the Letter 's'

Continue each line using a trickier bottom letter join flick from your 's'. Remember that you are joining to anticlockwise letters so you need to stop your pen/pencil and reverse your hand movement when forming the second letter of each letter pattern.

sc

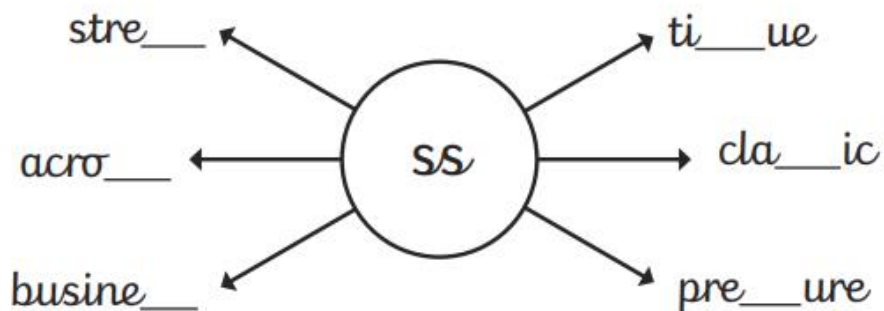
so

sa

ss

sq

Add the letter pattern 'ss' into these words.



Do these words need 'sa' or 'so' adding to them?
What words have you created?

__fety

__usage

__crifice

__cial

__ldier

__ftware



Joining the Letter 't'

Continue each line using diagonal joins. Remember that your 't' should not quite touch the top line.

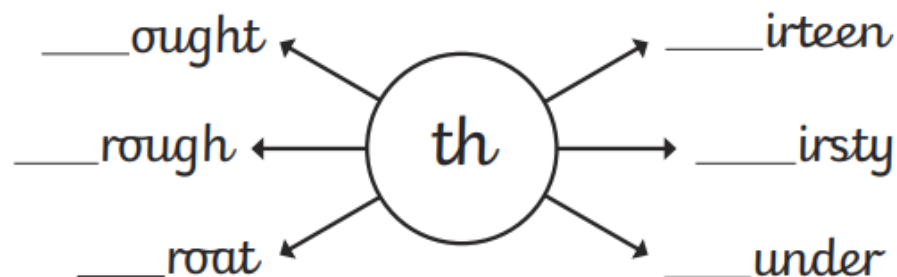
ti

ty

th

tk

Add 'th' to the start of these words.
Make sure that you use your diagonal letter joins.



Add 'tle' or 'tty' to the end of these words. Make sure that you use your diagonal letter joins. What words have you created?

ski__

spo__

thro__

pre__

bri__

Text Types

Newspaper Report



Use alliteration or word play to make the headline catchy.



Remember to write in third person!



he
she
they



An introductory paragraph should briefly sum up what the story is about. Think: What? Who? When? Where? How?



The main body should contain facts and not your own opinions. Information given should be **chronological**.



Have quotes and sources of the quotes to make your story credible. Remember to use inverted commas!



The last paragraph of the text should sum up and bring the story up to date, e.g. 'Police are still investigating thoroughly for more answers.'



Include reporter's name and job title at the end, e.g. 'Alpha Smith, Media Correspondent, Sheffield.'





English Lesson 1 - To answer questions about a poem

Why must we go to school?

Why must we go to school, dad?
Tell us, dear daddy, do.
Give us your thoughts on this problem, please;
No one knows better than you.
To prepare for life, my darling child,
Or so it seems to me;
And stop you all from running wild –
Now, shut up and eat your tea!
Why must we go to school, dad?
Settle the question, do.
Tell us, dear daddy, as much as you can;
We're really relying on you.
To learn about fractions and Francis Drake,
I feel inclined to say,
And give your poor mother a bit of a break –
Now, push off and go out and play!
Why must we go to school, daddy?
Tell us, dear desperate dad.
One little hint, that's all we ask –
It's a puzzle that's driving us mad.
To find all the teachers something to do,
Or so I've heard it said,
And swot up the questions your kids'll ask you,
My darlings – now, buzz off to bed!

Deepen the moment...

Have your thoughts about going to school changed at all since coronavirus lockdowns, with some people unable to be in school?

Why do you think school is important?



Poetry - Why Must We Go to School?

Key vocabulary: inclined, desperate, puzzle

Retrieval

- 1) Dad gives his child many reasons why they must go to school. Name two of them.
- 2) At the end of the poem what does dad ask his children to do?

Inference

- 3) How do you think dad is feeling when his child keeps asking him 'why must we go to school?'. Use evidence to support your answer.

Vocabulary

- 4) Find and write the rhyming word pairs in the poem.

For example: do - you

- 5) Dad says to 'swot up on the questions your kids'll ask you'. What does he mean by 'swot up'?

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



English Lesson 2 – To recognise and use the first, second and third person

Today we are learning about writing in the first, second and third person, looking at the differences between them and thinking about what we should use in different types of writing.

Point of View

A piece of writing (such as a story) can be told from different points of view. It can be written in the first, second or third person.



First Person

This is where you write as though you are the character.

You might be describing how you feel or what you are doing, or have done. First person uses the pronoun 'I' as well as the others in the box.

Example of first person:
Last year, **I** went to Spain with my family. **I** loved it!

Other pronouns
used in the first
person:

my
me
mine
we
our
ours
us

Second Person

This is where you talk to the reader directly.

The second person is used a lot in non-fiction as well as in fiction texts. First person uses the pronoun 'you' as well as the others in the box.

For example:
Before **you** begin, make sure that **you** have all of the tools listed above.

Other pronouns
used in the
second person:

your
yours

Third Person

This is where you write about other people or characters.

You use the character's name or pronouns such as 'he', 'she' and 'they'.

For example:
Michelle sped off at top speed and was soon in first place. **She** couldn't believe that **she** was going to win!

Other pronouns
used in the third
person:

her/hers
his
theirs



Task 1

Sort the pronouns into the table below:

she	I	they	he	you	me	us
your	his	ours	mine	hers	theirs	we

first person pronouns	second person pronouns	third person pronouns

Task 2

Underline the pronouns used in the sentences below:

For example:

Peter was not afraid of heights. He was afraid of falling from heights.

1. Bring a purse or wallet – you are responsible for your own money.
2. Even though I knew it was safe, I was still too scared to walk into the room alone.
3. "Don't forget the chocolate!" I shouted to Dad.
4. Zara and her friends were giggling at the back of the classroom.
5. The girls danced their way excitedly from the classroom to the hall.

Task 3

Say whether the following sentences are written using the first, second or third person:

1. "Keep going Joel," cheered the crowd as he staggered to the finish line.
2. I hate Fridays, I couldn't wait for the weekend to arrive.
3. Charlie and his friends are working on a science project together.
4. Do you love honeycomb? Then try a bar of Honey Crunch today!

Deepen the moment...

Rewrite the following sentence, changing it from the third person into the first person.

Collette was busy tidying her room because her mum has said that it was like a pigsty.



English Lesson 3 – To recognise informal and formal language

We use different words and phrases in formal situations and informal situations. This depends on who we are talking or writing to and why.

- **Informal language** is used for more informal writing such as texting your friends or writing in your diary. This language can be casual and chatty. Imagine your new shoes have fallen apart. You might say to your friend, "I'm so mad, I bought new shoes yesterday and they're broken already!"

- **Formal language** is used for more official and serious purposes such as in newspaper reports or writing a letter of complaint. If you wrote to the shop to complain about your new shoes falling apart you might write, "I am disappointed in the quality of the footwear I purchased yesterday."

When we write newspaper reports, we use formal language. This word mat shows examples of formal language that we use in newspapers.

Newspaper Writing Word Mat

this incident	what	because
reports suggest	while	how
amazingly	when	as
all over the country	but	after
evidence suggests	where	before
crowds witnessed	who	so
the unusual event	why	that
witnesses report	although	since
strange happenings	if	however
was quoted as saying		
experts believe		

- later on
- after some time
- finally
- at the start
- in no time at all
- within minutes
- before long
- that morning
- that evening
- the next day



Deepen the moment...

When are other times that we might choose to use formal language? Explain your reasons why.



Task 1

Match the formal and informal synonyms.

Informal

ask

need

saw

think

job

Formal

witnessed

require

believe

profession

request

Task 2

Identify whether these sentences are written in formal or informal language.

Sentence	Formal or informal?
The shopkeeper apologised for any inconvenience caused by the disarray.	
The shopkeeper said sorry for the mess.	
The police said to call if you saw something odd.	
The police requested that witnesses report any further information linked to this unusual event.	

Task 3

Change these informal sentences to formal language. Use the word mat to help you.

1. People said the lights were bright.

2. Mr Brown thinks it was aliens.

3. It was a crazy day!



English Lesson 4 – To write a newspaper report

Today you will be using the plan you created last week to write the first draft of your newspaper report. Remember to use all of the VIPs we have discussed and work over the past few weeks to help you.

Use the template on the next page or create your own newspaper format. The example template here will remind you of the features we need to include in our newspaper reports.

Upload your newspaper report to Class Dojo- we can't wait to read them!

Choose a name for your newspaper – make the name bold and eye-catching.

Headline – try to use alliteration, rhyme or a pun.

Sub-headline – give a bit more information about what the report is about.

Include an introductory paragraph that includes the 5 Ws: who, what, where, when and why.

Include detailed information about the main events, in chronological order.

Write in the past tense and in the third person.

Try to add examples of both direct and reported speech.

Use formal language.

Include picture and caption



Include detailed information about the main events, in chronological order.

Write in the past tense and in the third person.

Try to add examples of both direct and reported speech.

Use formal language.

Include picture and caption



Write a conclusion paragraph to explain what might happen next.

Include the reporter's name.



Deepen the moment...

Highlight some areas where you have chosen to use a more formal reporting style.

Explain their effect.



English Lesson 5:

Today we will be editing newspaper reports. This is an important part of the writing process and gives us a chance to check we have included all the features we need in newspaper reports.

This checklist will help you with editing newspaper reports.

Newspaper Writing Checklist

Did I...

Child Friend Teacher

write the name of the newspaper at the top?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
create an interesting headline and sub-headline?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
start with an introductory paragraph that includes the five Ws?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
add captions to all pictures?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
include facts about the main events?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
write in the third person and past tense?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use quotes written as direct speech?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
finish with a conclusion paragraph to explain what might happen next?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Deepen the moment...

Why is editing an important part of writing?

Why is it important to ask others to read our first drafts?

Explain your reasons.



Task 1

Use the checklist to identify what is missing from this newspaper report.

Then, add in the missing features.



GREENVILLE DAILY STAR

Sunday 29th January 2017

UFO SIGHTING IN GREENVILLE VILLAGE!

UNEXPECTED SHOCK FOR DOG-WALKER LEAVES POLICE
WITH UNEXPECTED MYSTERY TO SOLVE

A strange incident is reported to have happened on Friday evening in Greenville village. A local woman spotted unusual lights in the sky while she was out walking her dog. Greenville police officers also discovered a very mysterious circular shape burnt into the grass and unexplained metal remains on a nearby school field.

The incident started at around 6:35pm on Friday 27th January when Samantha Harris was walking her dog around the outside fences of Greenville Primary School field. The witness is certain that she saw blinding lights in the night sky and heard an ear-piercing noise coming from behind the clouds. The lights were on a fast-moving flying object that Mrs Harris says then hovered just above the grass. Mrs Harris sped home, told her husband and then phoned the police straight away.



The police found more worrying evidence on Saturday morning as they searched the school grounds. Some curious metal objects were found inside a vast, circular shape that had been scorched into the grass on the field. The police have reassured residents to remain calm.

The whole village is now on high alert and any other bright lights or bizarre loud noises should be reported by phone to Greenville Police Station immediately on (01634) 001000.



Task 2

Use the checklist to edit the newspaper report that you wrote yesterday. If anything is missing, add it to your report.

Remember when we are editing our newspaper reports we need to think about the following:

- Spelling
- Punctuation
- Grammar
- Vocabulary

Use the following editing stations to help you with this.

Share your checklist and your edited report with your teacher on Class Dojo.

You've arrived at Grammar Garden.	
<p>You need to either read aloud your learning to your partner here or get your partner to read aloud to you - make sure you read exactly what is on the page!</p>	
<p>Does every sentence begin with a capital letter?</p> <p>Have all your names, cities and places (proper nouns) started with capital letters?</p> <p>Are your tenses correct? (past, present or future?)</p>	<p>Listen carefully to your work, have you missed any words?</p> <p>Is there more than one and therefore have you used a plural?</p> <p>Have you used pronouns appropriately?</p> <p>Does your writing flow? Is it cohesive?</p> <p>Should it be was or were?</p>

Welcome to Punctuation Point.		
<p>Does every sentence end in punctuation?</p> <p>Can you see question marks at the end of every question?</p> <p>Have you put an exclamation mark on the end of something shocking?</p>	<p>Did you use apostrophes for possession and contractions?</p> <p>Have you used commas</p> <ul style="list-style-type: none"> - In a list? - After a fronted adverbial? - Around parenthesis? - To separate clauses? <p>Have you got inverted commas around speech?</p> <p>Could you use a colon before a list (but after a main clause)?</p>	<p>Have you managed to create a compound adjective using a 'sticky' hyphen?</p> <p>Can you use dashes for parenthesis?</p> <p>Semi-colons are used for joining two main clauses, could you use one?</p> <p>A dash is great to introduce extra information - don't you agree?</p>



Greeting from Spelling Square.

It can be really hard to spot your own spelling mistakes since you spelt the word how you believed it was spelt when writing. **Therefore, follow these steps to help you...**

1. Give your learning to your partner and ask them to read through your work and find any words which they think are spelt incorrectly.
2. Underline, in green, any words which are misspelt.
3. Use the dictionary to correct your spelling mistakes.

Finished?

Then use the thesaurus to improve any vocabulary which you feel isn't 'strong' enough or to avoid repetition.

Be careful – the longest and most unfamiliar word isn't always the most appropriate!

A big hello from Vocabulary Valley.

Have you used adjectives to create expanded noun phrases?

Have you repeated the same word or phrase? If so, could you change the sentence structure or create a reference chain to avoid this?

Are your sentence openers varied and therefore create cohesion?
(Adverbials, subordinate clauses, prepositional)

Is the language you used appropriate for the purpose and audience of this piece? (Think about your formality)

Did you use the learning wall to the best of your ability?

Is there any vocabulary which you could improve? (Use the thesaurus)

Task 3 (optional)

Publish your final newspaper report using the template from Lesson 4 again.

Deepen the moment...

Why is it important that we check and edit our work?



Reading for Productivity Lesson 1: Art

Cressida Cowell



Here are some facts about Cressida Cowell.

- Cressida Cowell was born in London on 15th April 1966.
- She has three children (Maisie, Clemmie and Alexander).
- She's married to a man called Simon Cowell (not the judge on X-Factor!)
- Cressida Cowell studied English at Oxford University and illustration at Brighton University.
- Her first published work was a picture book called *Little Bo Peep's Library Book*. It came out in 1998.
- She's had more than 20 books published – a mixture of novels and picture books.
- She doesn't like spiders.
- Her best friend at school was Lauren Child, the author of the *Charlie and Lola* books.
- The first of Cressida Cowell's books to feature the character Hiccup was *How to Train Your Dragon*. It was published in 2003.



- Other Hiccup titles include: *How to Be a Pirate*, *How to Speak Dragonese*, *How to Cheat A Dragon's Curse*, *How to Twist A Dragon's Tale*, *How to Steal A Dragon's Sword*, and *How to Betray a Dragon's Hero*.
- On 26th March 2010 a computer animated movie version of *How to Train Your Dragon* was released by DreamWorks Animation. *How to Train Your Dragon 2* came out in 2014. The plot of the movie is almost completely different from the book's story line.
- She was 32 when she first had a book published.
- Her favourite teacher was Miss MacDonald who taught history.
- As a child, Cressida used to do lots of drawing and writing when she went on holiday with her family to an island, Little Colonsay, off the west coast of Scotland.
- She won the Nestle Children's Book Prize in 2006 for *That Rabbit Belongs to Emily Brown*.
- *How to Train Your Dragon* has been translated into more than 20 languages.
- It takes her about a year to write a Hiccup book. This includes the illustrations.
- Cressida Cowell would have liked to have been a teacher or an anthropologist if she hadn't become a writer.

Reading for Productivity Lesson 1: Art Questions

Reading for Productivity –

Cressida Cowell- author and illustrator of How to Train your Dragon

Retrieval

1.) How long does it take Cowell to produce one of the Hiccup books, including the illustrations?

2) Name two other books other than 'How to Train your Dragon' that appear in the Hiccup series.

Inference

3.) Why do you think Cowell's Hiccup series of books are so popular with children?

4.) Look at the illustrations created by Cressida Cowell in How to Train your Dragon. What medium do you think Cowell has used?



Year 3 Extended Curricular Learning

Art – Paper Layering

Monday 8th February 2021 – Activity 1



VIPs:

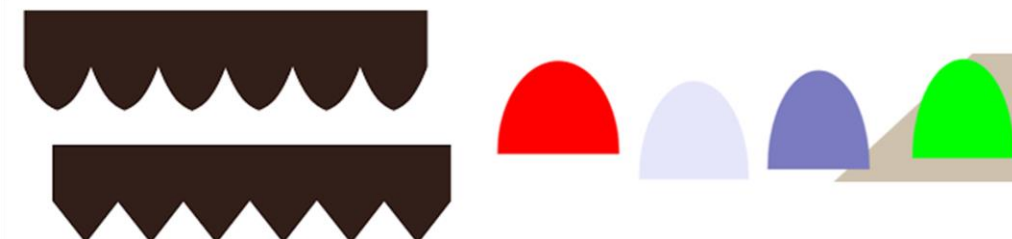
- Paper layering is exactly what it sounds like – placing different pieces of coordinating paper on top of each other to achieve a “layered” look.
- Paper layering can be used to recreate the scaly skin that fish, lizards and dragons and other animals have.

Here are some examples of art created by paper layering. What shape is used to create the scales? How are the pieces of paper or card layered?



Create a piece of dragon art using paper layering.

1. Decide what size and shape your dragon will be. Draw the outline and cut it out.
2. Prepare your scales. Think about what shape scales you will use. Look at the ideas below. Try using different kinds of paper such as card, tissue paper or foil.
3. Glue your scales to your art. Start at the tail and work forwards towards the head.



Deepen the moment...

Why should we evaluate our artwork?

Reading for Productivity Lesson 2: Computing

Safer Internet Day 2021

What is Safer Internet Day all About?

Safer Internet Day started in 2005 and now happens in over 100 countries around the world. It aims to help young people to use the Internet safely and make good choices online. This year, it is happening on Tuesday 9th February and the theme is 'An Internet we trust: exploring reliability in the online world'.



An Internet We Trust: Exploring Reliability in the Online World - What Does the Safer Internet Day 2021 Theme Mean?

The Internet is a great place to chat to friends and find out interesting and fun stuff. But how do we know the difference between what is fact and fiction?



Some Uses of the Internet:

- gaming
- shopping
- learning new things
- reading about famous people
- booking tickets
- chatting to friends

Although the Internet is a great source of information for young people, unfortunately, not everything is always as it seems. The online world also contains fake news and misleading content, which can affect young people's decisions, views and opinions.

What Is Fake News?

Fake news is false information that claims to be true and reliable news.



Safer Internet Day



The 2021 Safer Internet Day theme focuses on supporting young people to be able to decide what they can trust online. It aims to help them to feel more comfortable at separating fact from fiction and to develop skills to be able to make the best decisions while online.

How Is Fake News Harmful?

Fake news is harmful because it:

- affects our views;
- breaks the trust we have of all people in the media, even though many are reporting honestly;
- causes people to act on false information.

How to Spot Fake News

Being able to spot whether content is fact or fiction is difficult and something that even adults can find tricky. Here is a guide to help you spot fake news.

journalist - A person who writes news for newspapers, magazines or news websites.

- Who is reporting the story? Check that a trustworthy news channel is reporting the story, such as the BBC.
- Is there an author or **journalist** name? If not, it could be suspicious.
- What is the domain name? Fake news stories will often have a strange domain name. Websites ending in .com.co are often fake versions of real sites.
- Does it seem professional? Bad web design, as well as poor spelling, punctuation and grammar, might mean it's fake news.
- Don't just believe the first thing you read is true; read stories from different places to get a range of viewpoints.



Reading for Productivity 2: Computing Questions

1. When is Safer Internet Day celebrated this year? Tick one.

- ☐ Tuesday 10th February
- ☐ Thursday 9th February
- ☐ Tuesday 9th February
- ☐ Tuesday 19th February

2. Mark whether the statements about Safer Internet Day are **true** or **false**.

	True	False
Safer Internet Day started in 2006.		
It happens in over 100 countries around the world.		
It aims to help young people to use the Internet safely and make good choices online.		

3. What is the theme for Safer Internet Day 2021? Tick one.

- ☐ an Internet we trust: exploring reliability in the online world
- ☐ be safe on the Internet
- ☐ an Internet we use: finding facts online
- ☐ fake news is bad

4. Explain in your own words how the theme of Safer Internet Day 2021 aims to help young people online.

5. What is fake news? Fill in the missing words.

Fake news is _____ information that claims to be true and _____ news.

6. Find and copy one word that means the same as 'honest and reliable'.

7. How can you spot fake news? Tick **two**.

- ☐ If there is an author or journalist name, it could be suspicious.
- ☐ Poor web design, spelling, punctuation and grammar might mean it's fake news.
- ☐ If there is not an author or journalist name, it could be suspicious.
- ☐ If the article is older than one year.



Year 3 Extended Curricular Learning

Safer Internet Day

Tuesday 6th February 2021 – Activity 2



VIPs:

- Safer Internet Day is to support young people online and ensure they make the right choices when using the internet.
- Fake news is false information that claims to be true and reliable news which can affect young people's decisions, views and opinions.

Separating fact from fiction online can be tricky. Fake news is false information and can be misleading. How can we tell the difference between real and fake news online?

1. Watch this video and take notes on how the students decide whether the 4 statements about meerkats are fact or fake. What strategies do they use?
Meerkats video- <https://vimeo.com/480849087>
2. Now it's time to test your skills at deciding what is real news or fake news! Remember all the strategies we read about and the ones that the students used in the meerkat video.
Have a go at this real or fake news quiz-
<https://www.twinkl.co.uk/go/resource/interactive-fake-news-quick-quiz-tg2-e-62>



3. Design a bookmark that children could use as a reminder of how to decide if online news is real or fake. Include 3 tips.

Deepen the moment...

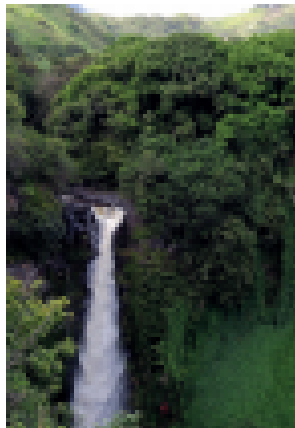
Do you think it is more difficult to tell if news is real or fake online than on television or in newspapers? Why?

Reading for Productivity Lesson 3: Geography

Rainforests

What is a Rainforest?

Rainforests are really big forests that get a lot of rain. They are found in all continents of the world apart from Antarctica (it's far too cold there). There are two types of rainforest: tropical (in the tropical, warm zone near the Equator) and temperate (in the temperate zone further away from the Equator). Most rainforests are tropical, with tall trees, warm climates (weather patterns), and lots of rain. It can rain one inch of rain per day in some rainforests! The largest of these is the Amazon Rainforest in South America.



Fact File in Numbers

- 2% of the Earth's surface is covered in rainforest.
- 50% of the plants and animals of the world live in rainforests.
- 20% of our water is found in a rainforest in the Amazon Basin.
- 25% of natural medicines have been found in rainforests.
- 70% + of the plants that are used to treat cancer are found only in the tropical rainforests.

The Canopy

The rainforest trees are so close together, that the branches and leaves at the top of the trees touch each other and make what is called a 'canopy', which is a bit like a roof for the forest. The canopy can be about 30m above the ground. Animals that live in the canopy have to use loud calls to communicate because they cannot see each other in the thick leaves and some can jump from tree to tree.

The Forest Floor

This is dark because the canopy blocks a lot of the light and it is humid (damp). The floor is where dead animals and plants decompose (rot) and recycle all the nutrients and materials. Also, the larger animals are found here including tapirs, elephants, tigers and jaguars.

Why are they so important?

Rainforests do a few things that are super-important to our life on Earth. One is that they use photosynthesis to take in carbon dioxide and make oxygen which we need to breathe and survive. This is why they are called 'The Lungs of The Earth'.

They also help keep our weather system stable by absorbing carbon dioxide, creating rainfall and keeping temperature stable. They also affect the water cycle as they hold so much water which condenses into the atmosphere.

So, how can we manage without them?



Reading for Productivity Lesson 3: Geography – Questions

Reading for Productivity – Geography – Rainforests

Retrieval

1. Name the two types of rainforest.
2. Which rainforests are nearer the equator?
3. What percentage of our natural medicines has been found in rainforests?
4. Where in the rainforest is the canopy?

Vocabulary

5. Find and copy a word that means the same as hot and damp.



Year 3 Extended Curricular Learning

Geography – Biomes

Wednesday 10th February 2021 – Activity 3



VIPs:

A biome is a natural area of plants and animals depending on what type of biome it is. There are 7 different types of biomes that include: boreal or taiga forest, desert, temperate deciduous forest, grassland, rainforest, tundra and savannah.

You have been learning about the different biomes across the world. In reading for productivity, you have focused on the 'Rainforest biome'. Today, you will showcase your learning by creating a fact file or poster about just one biome you have found interesting. Follow the steps below for today's activity:

1. Research and make notes about one biome ensuring you have enough information to fill your fact file or poster.
2. Research where your biome is located in the world and list this for your fact file or poster.
3. Research some images or maps that you will want to include into your fact file or poster.

Create a poster with lots of information and pictures about your chosen **biome**.

Deepen the moment...

Would you live in the biome you have written about? Why? How does this biome compare to the biome we live in?

Sloth

Rainforest Calling

Sloths are known for being particularly slow-moving creatures; all of their movements are careful and deliberate. They are mostly nocturnal and spend up to 90% of their time hanging upside down. Sloths have fairly poor vision and hearing so they rely on a strong sense of smell and touch.

Appearance

Species of sloths are divided into two families: two-toed sloths and three-toed sloths. Both of these species share similar appearance characteristics, including thick fur, rounded heads, flat snouts and stumpy tails. As they spend so much of their time hanging from branches, they have long curved claws to help with grip. Typically, they are between 60cm and 80cm in size, weighing anything between 2kg to 10kg.

As they move so little, they often have algae growing on their fur. Their fur provides the algae with a place to grow and the green colouring from the algae provides camouflage for the sloth. What's more, with insects feeding on the algae, it makes the sloth's whole body like a mini jungle habitat of its own!



Diet

Some sloth species eat nothing but leaves, while others also eat fruit, insects and even small lizards. No other mammal digests its food as slowly as the sloth. It can take up to a whole month to digest a single leaf. In fact, the slow movements of the sloth are mainly because of their leaf-based diet, which is low in energy and creates a slow metabolism.

Habitat

Sloths are mostly found in Central and South American rainforests and they mainly live among the branches of trees. They eat, sleep and even give birth while hanging from the branches.

Interesting Facts

- The sloth moves at an average speed of approximately two to four metres per minute.
- Sloths are surprisingly good swimmers and can swim about three or four times quicker than they can move on land. They are also able to hold their breath for long periods (even more than half an hour) while under water.

"Sloths" by Nils Gier & Reinhold under CC BY 3.0



Reading for Productivity Lesson 4: Science

Design and make your own magnet game

Objectives

It's time to design and create an exciting toy or game that works using magnetism for P & L Toys. Can you explain how it is played and what children will learn from it?

Science Objectives

- i) Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- ii) Observe how magnets attract or repel each other and attract some materials and not others.
- iii) Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

Working Scientifically

1. Identify differences, similarities or changes related to simple scientific ideas and processes.

You Will Need:

Provided Resources

- Quiz PowerPoint
- Answers PowerPoint
- Quiz sheet
- Answers sheet
- Ideas PowerPoint
- Task sheet
- Teachers' Notes

Additional Resources

- Large sheets of paper and card (choice of colours and white)
- Small magnetic whiteboards and sheets of card cut to the same size
- Felt, funky foam, tissue paper, scissors, googly eyes and coloured pipe cleaners
- PVA glue pots and glue spreaders and sticks
- Buttons, dice, counters, garden canes and string
- Recycled materials including: cardboard boxes (e.g. shoe boxes), smaller boxes and tubs that can be used to store playing pieces or equipment, plastic lids and caps (e.g. from milk and juice bottles)
- A range of different magnets, ball bearings, paper clips, paper fasteners, magnetic tape, stop watches, and sand timers



Reading for Productivity Lesson 4: Science – Questions

Reading for Productivity – Magnetic fun

Retrieval

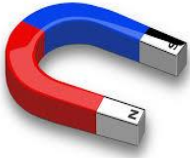
1. What is the name of the company you are designing a game for?
2. What needs to be compared and grouped together?
3. Name two materials used to make the game?

Vocabulary

4. What does the word ***similarities*** mean in the text?
5. Write another synonym for *related*.

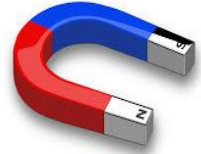


Year 3 Extended Curricular Learning



Science - Magnets

Thursday 11th February 2021 – Activity 4



VIPs:

- A magnet is an object that produces a magnetic force to pull certain objects towards it.
- Magnetic objects are attracted to a magnet containing iron, nickel or cobalt.
- Magnetic field is the area around the magnet where there is a magnetic force.

You already designed a magnetic game of your own so let's try something different!

Can you be YouTube's next biggest magician? Today, you will think about different ways to use magnets to create a magical visual effect. You can simply design and draw your magic trick or, if you have magnets, why not have a go at filming your very own mini show to upload to Dojo?

If you are not sure what is possible, you could research some magic tricks using magnets that are already out there – and maybe even borrow some!

Use some of the following links to help you become the next big magician:

https://www.youtube.com/watch?v=YKXuyTEnc_w

<https://www.youtube.com/watch?v=Bux3zA-5RvU>

<https://www.kidzsearch.com/kidztube/watch.php?vid=f0746c8f2>

✓ Design or record a magic trick involving magnets.

Deepen the moment...

Research to find out more about how the magnet inside the Earth has an impact upon our lives.



THE SECRET PLACE

There's a place I go, inside myself,
Where nobody else can be,
And none of my friends can tell it's there –
Nobody knows but me.

It's hard to explain the way it feels,
Or even where I go.
It isn't a place in time or space,
But once I'm there, I know.

It's tiny, it's shiny, it can't be seen,
But it's big as the sky at night ...
I try to explain and it hurts my brain,
But once I'm there, it's right.

There's a place I know inside myself,
And it's neither big nor small,
And whenever I go, it feels as though
I never left at all.



Reading for Productivity Lesson 5: PSHE – Questions

- 1) What is the author's secret place as big as?
- 2) Who else knows about the secret place?
- 3) What hurts the author's brain?
- 4) Where is the place?
- 5) Do you think that the author likes their secret place? How do you know?



Year 3 Extended Curricular Learning



PSHE - Secrets

Friday 12th February 2021 – Activity 5



VIPs:

- Sometimes a secret can be a fun thing but sometimes it can make us feel uncomfortable.
- If a secret makes us feel uncomfortable there is always someone there to help.

In reading for productivity, you have read 'The Secret Place' and answered questions to demonstrate your understanding. Today, you will think about where your secret place is and design it. You can either draw your secret place on a piece of paper or create it if you have any spare cardboard and plastic bottles laying around. If you feel that you don't have a secret place this would be a great opportunity to create one for the first time!

1. Think about where you like to go to escape, calm down or like to relax.
2. If you don't have a secret place, think about where this could possibly be and what would be inside.
3. Decide whether you are going to draw this secret place or create it using things laying around the house.
4. Collect your materials whether this is a piece of paper and pencil or spare cardboard and plastic bottles.
5. Get creating!

Deepen the moment...

"I don't need a physical secret place that I can touch because I have one in my mind". What do you think this statement means? Explain your answer.