







Year 3 Remote Learning Schedule

| W/C 1 st February | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|---|---|--|---|
| <div>Maths</div> <div>(approx. 45 mins per lesson)</div> <div>This week our focus is:</div> <div>Statistics</div> | <div>Lesson 1:</div> <div>End of Block Assessment</div> | <div>Lesson 2:</div> <div>To make tally charts</div> <div>Click here to watch the video to support you.</div> | <div>Lesson 3:</div> <div>To draw pictograms</div> <div>Click here to watch the video to support you.</div> | <div>Lesson 4:</div> <div>To interpret pictograms</div> <div>Click here to watch the video to support you.</div> | <div>Lesson 5:</div> <div>Arithmetic Skills</div> <div>Challenge yourself with our weekly arithmetic paper.</div> |
| | You will find links to videos produced by White Rose Maths above. The questions are attached below and the answers can be found in the answer pack; if you got answer answers wrong and are unsure why, then drop your teacher a message on ClassDojo. | | | | |
|  | Remember to log in to TT Rockstars each week to practise your times tables! message your teacher on ClassDojo if you've forgotten your login details. | | | |  |
| <div></div> <div>Remember to share your learning on ClassDojo!</div> <div>Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.</div> <div></div> | | | | | |
| <div>English</div> <div>(approx. 45 mins per lesson)</div> <div>This week our focus is:</div> <div>Newspaper report</div> | <div>Lesson 1:</div> <div>'I have...'</div> <div>To answer questions about a poem.</div> | <div>Lesson 2:</div> <div>Grammar:</div> <div>To understand and use reported speech.</div> | <div>Lesson 3:</div> <div>To create headlines using alliteration, puns and rhyme.</div> | <div>Lesson 4:</div> <div>To use the 5Ws to collect and organise information.</div> | <div>Lesson 5:</div> <div>To plan a newspaper report.</div> |
| | The questions are attached below and the answers can be found in the answer pack; if you got answer answers wrong and are unsure why, then drop your teacher a message on ClassDojo. | | | | |
| This week's spellings are: hopeful, harmless, sadly, careful, badly (Remember to test yourself on Friday!) | | | | | |
| Reading for Pleasure 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. | | | | | |
| Reading for Productivity 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. | | | Lesson 1: Music | Lesson 2: PE | Lesson 3: History |
| | | | | Lesson4: Science | Lesson 5: RE |
| Extended Curricular Learning 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! | | | | | |



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.

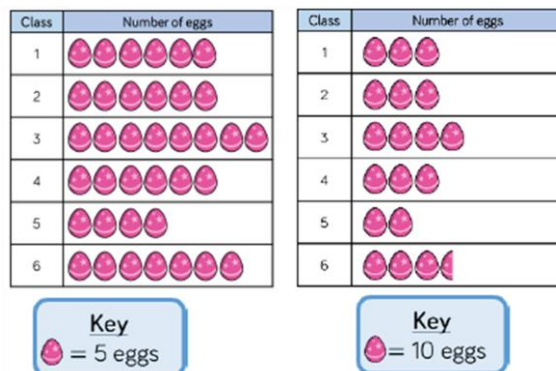
A table has rows (horizontal) and columns (vertical) which are labelled to help us interpret and categorise certain information.

Fat Questions

When might you need to gather data in real life?

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

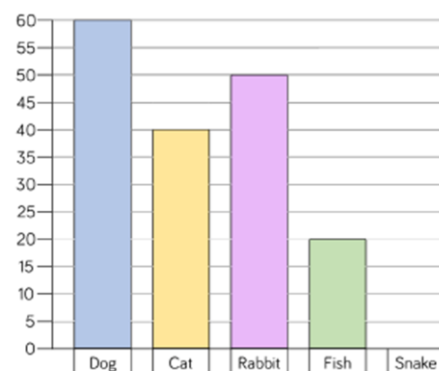
Pictograms



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

- Interpret
- Symbol
- Pictogram
- Bar chart
- Table
- Most
- Least
- More than
- Less than
- Fewer than
- Interpret
- Represent
- Scale
- Data

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: End of Block Assessment.

Year 3

Money

Name _____



- 1 Eva has these notes and coins.



How much money does she have?

£ _____ and _____ p



1 mark

- 2 Circle 4 pounds and 65 pence.



1 mark

- 3 Max empties his money box.



He spends £1 and 72 pence on a present.

Circle the coins he could have used.

How much money does he have left?

£ _____ and _____ p



1 mark



1 mark

- 4 Tick the sets of coins that add up to £1



1 mark



5 How much money is there altogether?



£ and p

6

| Pricelist | |
|---------------|------------|
| Milkshake | £1 and 70p |
| Water | £1 and 25p |
| Hot Chocolate | £2 and 45p |
| Flapjack | £1 and 29p |
| Brownie | 75p |

How much does a milkshake and a flapjack cost altogether?

£ and p

Whitney has £5 and 60p. She buys a hot chocolate. How much does she have left?

£ and p

How much does a brownie and a flapjack cost altogether?

£ and p

7 Complete.

£1 and 36p = pence

£ and p = 512 pence

£8 = p

1 mark

3 marks

8 Teddy buys a sandwich for £3 and 55p.
How much change does he get from £10?

£ and p

1 mark

9 Mo buys a kettle and a toaster.
The kettle costs twice as much as the toaster.
The total cost is £63
How much does the kettle cost?

£

2 marks

Circle how confident you feel with money.

1 2 3 4 5
Not Very
confident confident

1 mark



Maths Lesson 2: To make tally charts.

Make tally charts

1 Draw tally marks to represent each number.

a) 5

c) 4

b) 10

d) 16

2 There are some socks on a washing line.

The socks are spotty, stripy or plain.



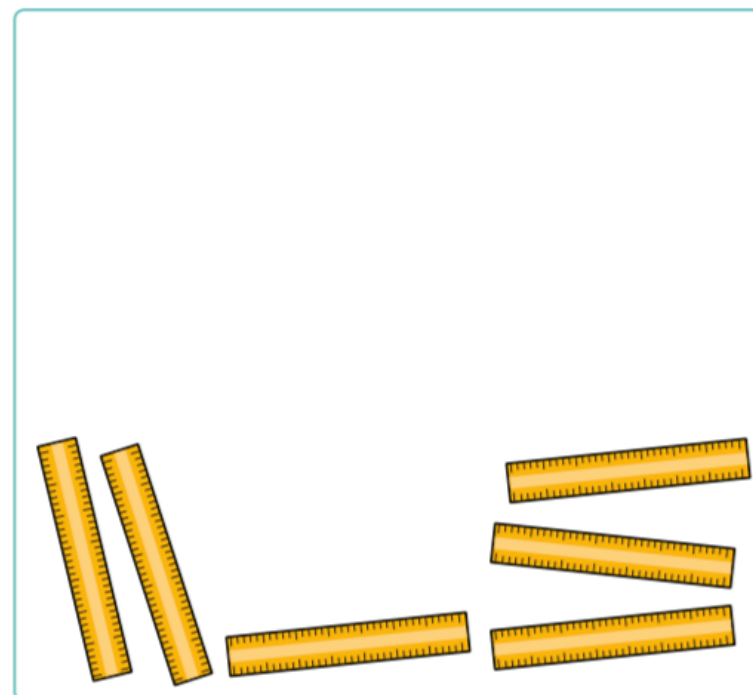
Complete the tally chart.

| Sock | Tally |
|--------|-------|
| spotty | |
| stripy | |
| plain | |

3 Class 2 tally the number of pencils, rubbers and rulers they have.

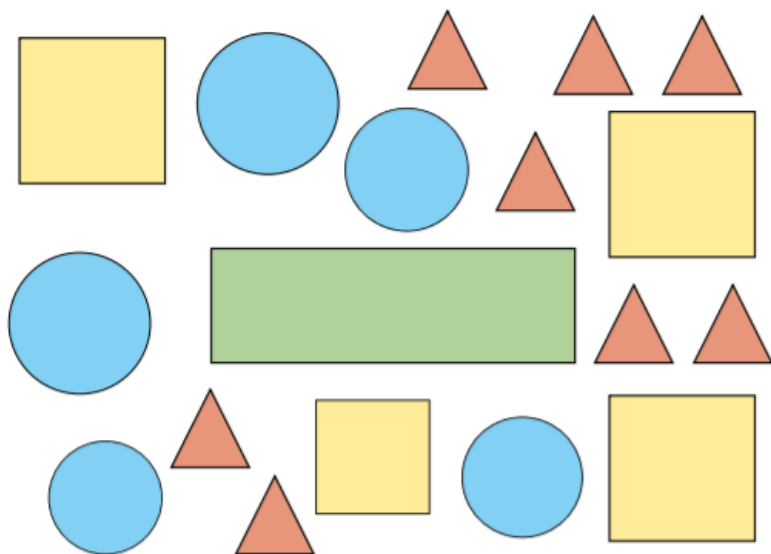
| Item | Tally |
|---------|----------|
| pencils | IIII |
| rubbers | III IIII |
| rulers | III I |

Draw the items. The rulers have been drawn for you.





4 Here are some shapes.



a) Complete the tally chart to show how many of each shape there are.

| Shape | Tally | Total |
|-------|-------|-------|
| | | |
| | | |
| | | |
| | | |

b) How did you do the tallying?
Compare with a partner.



5 Whitney, Teddy and Jack tally how many jumps they can do in a minute.

| Jumps | Tally | Total |
|---------|-------|-------|
| Whitney | I | |
| Teddy | | |
| Jack | | |

a)

Whitney



My total is 11

Do you agree with Whitney? _____

Explain your reasons.

b) How could Teddy's tallying be improved?

6 Make a tally chart for a topic of your choice.
Compare answers with a partner.



Maths Lesson 2: Deepen the moment

1. George counted the vehicles passing his school one afternoon. This is what he saw:



He made a tally chart.

| Cars | Tally | Total |
|------------|-------|-------|
| Buses | | 5 |
| Cars | | 20 |
| | | 6 |
| Motorbikes | | 8 |

Find the errors and draw a tally chart to show George how it could be improved.

DP

2. Lee, Gemma and Natasha have been to the farm. They are discussing the animals they saw.

We saw 5 more cows than pigs. We saw fewer horses than pigs.

Lee

We saw an odd number of sheep. We didn't count more than 30 of any animal.

Gemma

We saw between 20 and 25 pigs. We saw more sheep than any other animal.

Natasha

Draw a tally chart to show how many of each animal they might have seen.

| Animals | Tally | Total |
|---------|-------|-------|
| Cows | | |
| Pigs | | |
| Horses | | |
| Sheep | | |

DP

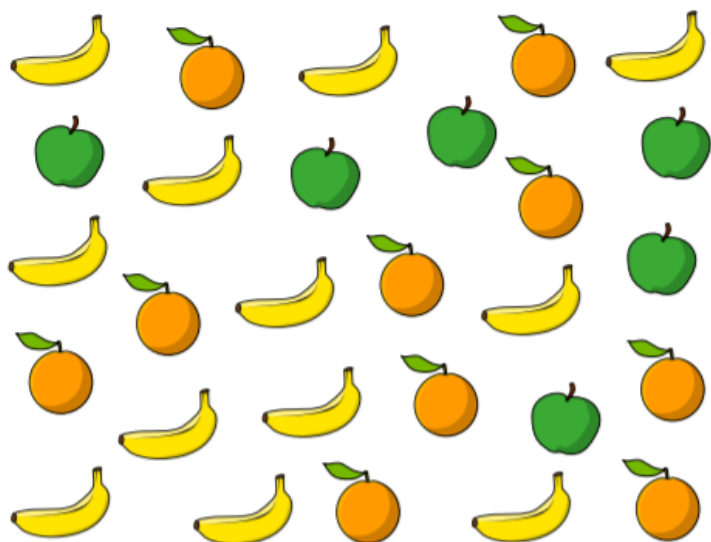


Maths Lesson 3: To draw pictograms.

Draw pictograms (2, 5 and 10)

Rose Maths

1 Here is some fruit.



a) Complete the tally chart.

| Fruit | Tally | Total |
|---------|-------|-------|
| Apples | | |
| Oranges | | |
| Bananas | | |

b)



I will use a circle for each piece of fruit.

Draw Dora's pictogram.

Key

● = 1 piece of fruit

| Fruit | |
|---------|--|
| Apples | |
| Oranges | |
| Bananas | |

c)



I will use a circle for every 2 pieces of fruit.

Draw Tommy's pictogram.

Key

● = 2 pieces of fruit

| Fruit | |
|---------|--|
| Apples | |
| Oranges | |
| Bananas | |

d) Whose pictogram do you prefer? Why?




- 2 Class 2 vote for whether they would like to play tennis, football or netball.


The tally chart shows the votes.

| Sport | Tally | Total |
|----------|-------|-------|
| Tennis | | 5 |
| Football | | 20 |
| Netball | | 10 |

- a) Complete the pictogram.


| Sport | |
|----------|---|
| Tennis |  |
| Football | |
| Netball | |

Key


 = 5 votes



- b) Complete the pictogram.

| Sport | |
|----------|---|
| Tennis | |
| Football | |
| Netball |  |

Key

 = 10 votes



- 3 The tally chart shows the weather for 55 days.

| Weather | Tally |
|---------|-------|
| Sun | |
| Cloud | |
| Rain | |

- a) Draw a pictogram to show this information
Choose your own key.



| Weather | |
|---------|--|
| | |
| | |
| | |

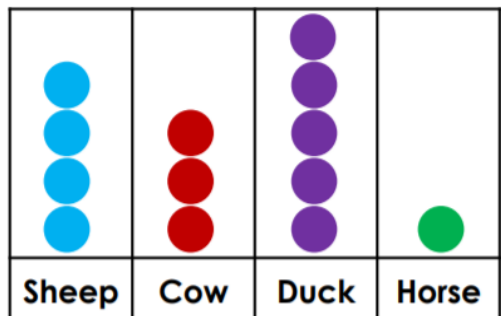
Key

- b) Compare pictograms with a partner.
What is the same? What is different?



Maths Lesson 2: Deepen the moment

1 Dan has drawn a pictogram to represent the information in the tally chart.



| Animals on a Farm | |
|-------------------|--|
| Sheep | |
| Cow | |
| Duck | |
| Horse | |

● = 5 animals

Dan has made a mistake. Explain what he has done wrong.



RPS
HW/Ext

2 Complete the pictogram using the information.

- A. There were 9 black cars.
- B. There were three more white cars than black cars.
- C. There were seven fewer yellow cars than white cars.
- D. There were twice as many silver cars as there were red cars.

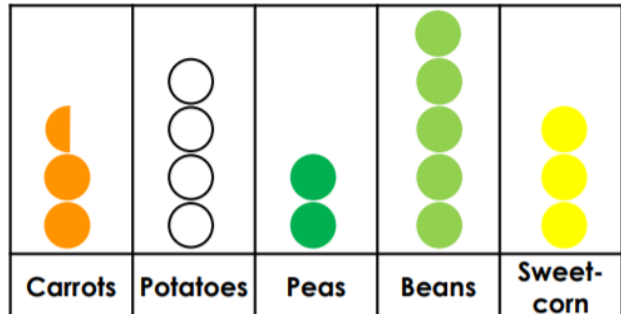
| Colour of Cars | |
|----------------|-----|
| Black | ■ |
| White | |
| Yellow | ■ ■ |
| Silver | |
| Red | ■ |

■ = 2 cars



VF
HW/Ext

3 Frank has drawn a pictogram to represent the information in the tally chart.



| Favourite Vegetable | |
|---------------------|--|
| Carrots | |
| Potatoes | |
| Peas | |
| Beans | |
| Sweetcorn | |

● = 5 children

Frank has made some mistakes. Explain what he has done wrong.



RPS
HW/Ext



Maths Lesson 4: To interpret pictograms.




Interpret pictograms (2, 5 and 10)

- 1 Dora, Dexter and Jack play basketball at break time.

They record the goals they score in a pictogram.

| Name | Goals |
|--------|---|
| Dora |   |
| Dexter |     |
| Jack |      |

Key
 = 2 goals

- a) Complete the sentences.

Dora scores goals.

Dexter scores goals.











Jack scores goals.


- b) How many goals do they score altogether?

- c) How many more goals does Jack score than Dexter?

- d) How many ways could you work out the answer to part c)?

- 2 Two classes go on a trip to the zoo together.
There are two coaches to take both classes.

| | Coach 1 | | Coach 2 |
|-------|---|-------|---|
| Boys |   | Boys |   |
| Girls |   | Girls |     |

Key
 = 10 children

Tick the correct answer.

- a) Which coach has more boys?

Coach 1 Coach 2 They have the same



b) Which coach has more girls?

Coach 1 Coach 2 They have the same

c) How many girls are there in total?















d) How many more girls than boys are there on Coach 2?

e) How many more girls than boys are there on the trip to the zoo?

f) How did you work out the answer to part e)?



3 At the zoo, Mo keeps a record of how many big cats he sees.

| Big Cat | |
|---------|---|
| Leopard |    |
| Cheetah |     |
| Lion |   |
| Tiger |      |



Key
= 2 big cats

a) Choose a word to complete the sentence.

more

fewer

There are _____ leopards than lions.

There are _____ lions than cheetahs.

b)



If I add the number of cheetahs and lions together then it will be equal to the number of tigers.



Is Rosie correct? _____

How do you know?



c)



Each  represents 2 big cats so I can just double the amount of  and that will be how many big cats there are.

Is Alex correct? _____

How do you know?





Maths Lesson 4: Deepen the moment

1. Three friends are discussing the pictogram below.



Jordan

Having a pet is more popular than not having a pet.



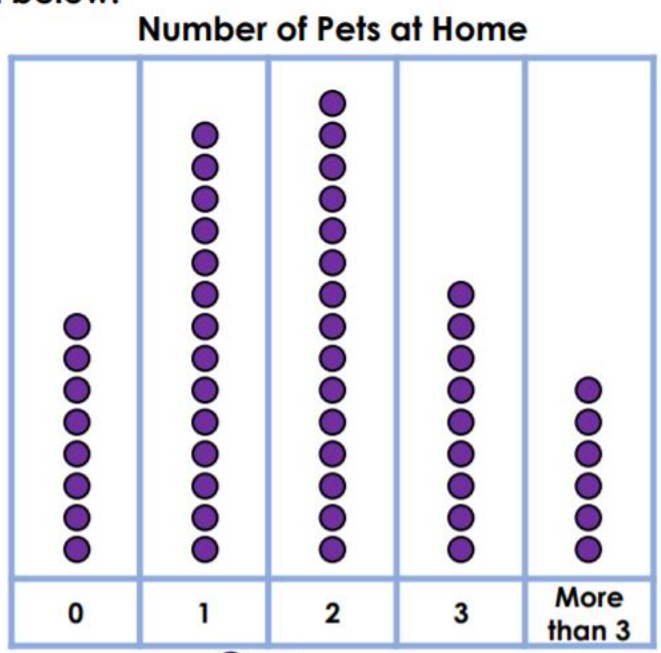
Ellie

There are 25 people that have fewer than 2 pets.



Lisa

There are 6 people that have at least 24 pets between them.



Use the pictogram to help you investigate whose statements are correct.

If a fourth friend joins and makes a statement that is also correct, what could it be?

2. Use the statements below to edit the pictogram.



Four more people joined Dance.

Four people left Football to join other clubs.

Four people moved from Gardening to Games.

One person decided to leave Games to join Football.

Some new people joined so that Dance now has three times the number of children as Gardening.





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 $93 \div 3 =$

| | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
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1 mark

14 $\frac{2}{9} + \frac{5}{9} =$

| | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
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1 mark

15 $\frac{5}{8} - \frac{3}{8} =$

| | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
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| | | | | | | | | | | | | | | |



1 mark



English: Practise your spellings.

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

| | | | |
|-----------------|--|--|--|
| <i>hopeful</i> | | | |
| <i>harmless</i> | | | |
| <i>sadly</i> | | | |
| <i>careful</i> | | | |
| <i>badly</i> | | | |

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?

Newspaper Report Knowledge Organiser- Year 3

Key vocabulary:

Captions – A sentence which explains a picture
Chronological order- time order.
Conjunction – joins sentences together.
Facts – real events.
Introduction- introduces the topic.
Non-fiction – writing based on facts.
Paragraphs- a group of sentences about a topic.
Past tense – used to explain or talk about the past.
Photo- an image relating to the topic.
Broadsheet – a type of newspaper that generally focuses on more serious, in-depth reporting.
Tabloid – a type of newspaper that generally reports on scandals, gossip and celebrities in a sensational way.
Headline – used to grab the reader's attention and try to tell the story in as few words as possible.
Opinion – a view of judgement, not necessarily based on fact.
Pun – a joke that exploits different possible meanings of a word.
Alliteration – the repetition of the same letter or sound at the beginning of words that are closely connected.

Fat Questions:

Are newspapers an old fashioned form of communication?
Could society function without getting news from newspapers?

Intent:

You will learn about the purpose of newspaper reports and will explore the different features used within this text type.

We will explore the uses of a newspaper report and will use the 5 Ws, direct and reported speech to create your newspaper report.

You will create your own headline, subheading and paragraphs to structure it.

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 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.

Write a conclusion paragraph to explain what might happen next.

Include the reporter's name.

V.I.Ps

1. Newspapers have a name which is at the top of the paper.
2. A headline is eye-catching, short and normally a pun to draw the reader in.
3. Alliteration is often used in headlines or sub-headings to catch the readers attention.
4. Introductory paragraphy that includes that five Ws.
5. Pictures are used which have a caption underneath.
6. Facts need to be truthful.
7. Written in third person and past tense.
8. Quotes are written as direct speech using inverted commas.
9. Reported speech does not need inverted commas and is used widely in newspaper reports.
10. A concluding paragraph to summarise main points.
11. There are two types of newspapers in the United Kingdom; broadsheets and tabloids.



English Lesson 1: Poetry

I Have...

by Joshua Seigal

I have surfed on a bright, flashing comet through space

I have beaten a free-tailed bat in a race

I have found the Yeti in his hiding place —

These are some things that I've done.

I have bathed in a crater of hot, molten rocks

I have hiked through the forest in only my socks

I have wrestled and fought with the world's biggest ox —

These are some things that I've done.

I have caught a green dragon with only my hands

I have strummed a guitar in the most famous bands

I have ridden my bike to remarkable lands —

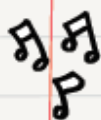
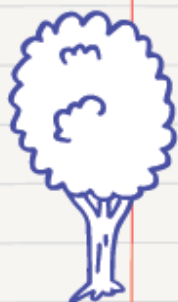
These are some things that I've done.

I have played for Brazil and have won the top prize

I have danced with a million pink butterflies

I may even have told one or two little lies —

These are some things that I've done.





Retrieval:

1. List **three** things that the author had done by the end of the first stanza (set group of lines in a poem).
2. Find and copy the **expanded noun phrase** that describes the rocks in the second stanza.
3. Who is the author talking about in the poem? **Provide evidence** to prove this.
4. **True or false?** *The author has danced with a million green butterflies.* Explain your answer.

Vocabulary:

5. Find the word in the text that means the same as '**not wanting to be found**'.
6. Which word in this sentence tells you that the bands were known by lots of people? *'I have strummed a guitar in the most famous bands'*
7. *'I have **hiked** through the forest in only my socks'* Can you think of a synonym for hiked?

Inference:

8. Do you think the author has been telling the truth throughout the poem? Justify your answer using evidence from the text.
9. How old do you think the author is? Explain your answer fully.
10. Why do you think the author wrote this poem? What is the purpose?

[illegible]

English Lesson 2: Grammar – Reported/Indirect Speech.

Using Direct Speech

Let's look carefully at the direct speech sentence.

What do you notice?

"I bid you farewell Earthlings!" shouted Iggy from his spaceship.

I bid you farewell Earthlings!

- The exact words of the speaker are enclosed in inverted commas (speech marks).
- In direct speech, the exact words of the speaker are quoted with no change to their content or order.
- The correct punctuation is used before the inverted commas close.
- There is often a reporting clause to explain who said the speech. Sometimes the reporting clause can be extended with an adverb, subordinate clause or prepositional phrase to explain more about how, where or when the speech was said. The reporting clause can appear before or after the spoken words themselves.

Using Indirect Speech

Now, let's take a look at the indirect (reported) speech sentence.

How is it different to the direct speech sentence?

From his spaceship, **Iggy bid farewell to the Earthlings.**

I bid you farewell Earthlings!

- In indirect speech, no inverted commas (speech marks) are used.
- The actual words of the speaker are often changed. The spoken words need to be in the correct tense, extra words may need to be added and pronouns may need to be changed (e.g. I → Iggy).
- There are no reporting clauses within indirect (reported) speech. However, an adverb or prepositional phrase to explain more about how, where or when the speech was said can be added if needed.



Task 1:

Decide whether the following are examples of direct or indirect speech:

| Speech | Direct or Indirect? |
|---|---------------------|
| Simon asked if the postman had a parcel for him today. | |
| "I'm going to be late, quickly," Ava shouted. | |
| John said that it looked like it was going to rain. | |
| "I can't see over the wall," exclaimed Charlotte. | |
| Sophie told the audience that it was time for the interval. | |

Task 2a:

Add any missing punctuation to the sentences containing direct speech:

1. I want sweets! shouted the little girl.
2. As I was walking away, my friend called Don't forget your bag!
3. Please can you help me with my maths work? Asked Reuben quietly.

Task 2b:

Change the direct speech in the sentences to indirect speech.

1. "We must work together!" declared Alexander.

2. "If we are late, we might miss the show," stated my sister anxiously.

3. "My mum said, "Don't worry, there is plenty of time to get there"



English Lesson 3: To create headlines using alliteration, puns and rhyme.

Headlines:

A headline is a line at the beginning of a newspaper report that is designed to catch the attention of the reader. If the headline is catchy and intriguing then it will make people want to read it. In order to make headlines appealing, we can use techniques such as alliteration, puns or rhyme.

Alliteration:

This is where we use words that start with the same grapheme (letter) or the same phoneme (sound). **For example: sneaky, slithering, slimy snake.** These words all start with the letter 's'.

Can you think of some other examples?

Puns:

A pun is a joke that makes a play on words. This humour can make the reader become more interested in the newspaper.

For example:

'Baa-riliant News! Shaun the Sheep returns!' This is a pun because they have use Baa in the word brilliant as that is the noise a sheep would make.

'Oh deer, oh deer!' This is from a newspaper story about deer breaking out of their farm and into the local area. It uses the homophone deer, instead of 'dear'.

Can you come up with some of your own?



Rhyme:

We should be familiar with rhyming words ever since we wrote our sonnet. Rhyming words are a great way to try and attract the reader's attention.

Can you think of any examples of words that rhyme?

Now that you understand some of the features used in headlines, and why we use them, you are going to try and come up with some headlines that match a selection of sentences/paragraphs.

| Information | Your headline |
|--|---------------|
| The Sheffield United football team played against Wednesday and won 5-0 in a great game. The crowd was really loud as Jamie scored 2 goals, one after the other. | |
| An incredibly lucky couple have been celebrating this week after winning 800 thousand pounds on the lotteries, their second big win in just 4 years! | |
| Nine Roman coins have been discovered in the Somerset garden of school teacher Mrs Ship and are not to be put on public display at the local museum. | |
| After a six month stay on the International Space Station (ISS), astronauts Tim Peake, Yuri Malenchenko and Timothy Kopra have finally returned home to Earth. | |

English Lesson 4: To use the 5Ws to gather information.

The 5Ws are a key part of report writing. Any good newspaper will include them. They are: Who, What, Where, When and Why.

Who? – Who is the story going to be about, who is the focus of the report?

What? – What did they do?

Where? – Where did the events of the story occur?

When? – When did the story happen?

Why? – Why did the events take place?

Task 1: Read the extract below and complete the table:



Laika the dog is the first living being to go into space. Yesterday, she departed in Sputnik 2 and orbited the Earth. She is a Russian dog and lives in Moscow. Laika was sent to space as part of an experiment carried out by astronauts, who wanted to know if a living being could survive the process.

| Feature | Check | Example |
|---------|-------|---------|
| Who? | | |
| What? | | |
| Where? | | |
| When? | | |
| Why? | | |



Task 2: Watch the video clip: <https://www.youtube.com/watch?v=ZDyEERuK31Y> This is a scene from How to Train Your Dragon where Hiccup and Toothless are learning how to fly after Toothless had to have a new fin on the end of his tail. This is what you are going to write your newspaper report about. Today you are going to collect information from the video using the 5Ws. Complete the table below in detail:

| Who? Who is the report going to be about? | What? What is the report going to be about/what was the video about? | Where? You can create your own names to describe where the events took place. | When? Use your imagination to think when this event could have occurred eg: Yesterday, Last Friday, etc... | Why? Why was this event happening, why were they having to learn to fly again? Think about Toothless' new prosthetic fin. |
|--|---|--|---|--|
| | | | | |



English Lesson 5: To plan a newspaper report.

Today we are going to use the plan on the following page to decide what we are going to include in the report.

In the **introduction** section, you are going to think about the work you did yesterday with the 5Ws.

The next part to plan is **who you are going to interview**. Remember, you are a reporter and reporters will interview people who were involved in the story or people who may have seen the events taking place. Are you going to interview Hiccup? What might you ask him about the events that took place?

Next we must make sure that the paragraphs go in chronological order (the order that the events happened in). Use the first paragraph to tell the reader about the fact that Toothless had damaged his fin on his tail and needed to have a prosthetic (fake) one put on. Then in the second paragraph you will retell the events (what happened during the flight). Then use the third paragraph to write about the interviews from after the events.

In the final paragraph you will reflect and tell the reader what the characters are doing now since the events of the story.



You can make up some details in your newspaper report in order to add more detail.

Name of newspaper: _____ Price: _____ Date: _____

Story headline: _____

| Introduction | |
|---------------------------------|--|
| Who was involved? | |
| What happened? | |
| Where did the event take place? | |
| When did it happen? | |

| Break up the story chronologically. | |
|-------------------------------------|--|
| Paragraph 1 | |
| Paragraph 2 | |
| Paragraph 3 | |

| Interviews | |
|---|--|
| Who will you interview? How are they involved in the events? | |
| What did they have to say? Will you use direct or reported speech? | |

| Final paragraph | |
|--|--|
| What are the characters doing now and what might happen in the future? | |

What will your picture be of? _____

What will the caption be? _____

Reading for Productivity 1: Music

Composers

A composer is someone who writes music. Anyone can be a composer. However, the word 'composer' normally means someone who has written classical music, or possibly jazz. Composers of classical music are normally known by their last name. For example, one very famous composer is Wolfgang Amadeus Mozart. However, nobody talks about him as Wolfgang. Instead he is simply known as Mozart. Perhaps you have heard of this name before?



After the name, the next most important thing about a composer of classical music is when they lived. This is normally written in parentheses (-) after the composer's name. For example, we often see Mozart's name written as Wolfgang Amadeus Mozart (1756–1791). This means Mozart was born in 1756 and died in 1791. Examples of other things you might see are:



- Philip Glass (1937–). This means the composer was born in 1937 but is still alive.
- Thomas Tallis (c.1505–1585). The 'c.' means that nobody is sure of the exact year, but it's sometime about then. In other words, nobody know exactly when Tallis was born, but it was about 1505.

Different times in recent history had different styles of jazz. However jazz has only been around about 100 years. It doesn't have a very long history like classical music.

Composers of jazz music are often called jazz artists. This is because most jazz composers are known for playing their own music. When most people think of a jazz composer they don't think of the composer *writing* music. They think of the composer *playing* music—just like we would think of a rock band. In fact, many jazz artists don't really *write* music at all. They simply *play* other people's music differently. But a good jazz artist will play the music so differently that they really are making a new piece of music.



One last thing about composers. Almost all composers of classical music are men. Until very recently there were almost no women composers at all. And there still aren't very many. Even in jazz, most composers are men.



Reading for Productivity – Composition

LO – To answer questions about improvisation

Retrieval

1. What is a composer?
2. What are composers of classical music usually known by?
3. After the name, what is the next most important thing about a composer of classical music?

Vocabulary

4. What does parenthesis mean?

Summarise

5. In a few sentences, summarise what the text says about a 'jazz artist.'

Deepen the moment:

Why do you think that there were hardly any female composers? How does this make you feel?

Can you research any female composers and provide some information about them?



Year 3/4 Extended Curricular Learning

Music – Composition

Monday 1st February 2021 – Activity 1



VIPs

- During improvisation, you cannot make a mistake because the notes are your own.
- To perform in unison is when 2 or more instruments / voices have the same pitch and tempo.

Today, you will have a go at composing your own piece of music. You are going to find items from around your house that you can use as musical instruments. Below is a sheet to help you plan your composition. You may also use your body to produce musical sounds such as clapping or clicking. Try and be as creative as you can be! Follow the link to take you to a video to give you some ideas. The channel had more videos to help you progress: <https://www.youtube.com/watch?v=qSkTelQRoqE>

- ✓ Year 3 – Can you write a simple composition of 2 lines.
- ✓ Year 4 – Try and compose a piece of music with 4 lines.

Deepen the moment...

Try and recreate the music/rhythm behind your favourite song, using some of the musical instruments you have created.

Instrument

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Reading for Productivity 2: PE

An important part of physical education is mental health and wellbeing as well as physical health. This is an article from September last year about a campaign to help with children's mental health.



Daily News

18th September 2020

 Environment
 UK News

Mental Health Matters

What is mental health?

- Mental health is how we feel inside. It is our emotions and **wellbeing**.
- It can affect how you act and feel.

Photo: Website launched with mental health advice.

Every Mind Matters Start Campaign

A new **campaign** has been launched to help young people and parents who are worried about their children's mental health and wellbeing.

The Better Health- Every Mind Matters campaign uses a short film with a clear message. It shows the importance of sharing how you're feeling and to ask for help when you need it.

This campaign comes as children return to school and adjust to a 'new normal.'

Public Health England (PHE) have said that children's mental health has suffered because of the changes to their daily lives caused by the coronavirus **outbreak**.

The website that has launched comes with some helpful tips for adults and young people to help our mental wellbeing.

Emma Thomas, Chief Executive of YoungMinds, said, "This is a welcome and much-needed campaign, and we hope that it will provide young people with the resources to support their mental health and to seek help if they need it."

One of the the tips is to encourage people to talk openly about our thoughts and feelings as well as listen to how others feel. According to their website they say, "it's OK to share your concerns with others you trust - and doing so may help them too."

They also **recommend** doing things you enjoy. This could be focusing on your favourite hobby, such as playing a musical instrument or drawing,

By visiting the Every Mind Matters website, both parents and children can now find ways to help look after children's mental health and wellbeing.

Glossary

| | |
|------------------|--|
| wellbeing | To feel healthy and happy. |
| campaign | A plan to achieve a certain goal. |
| outbreak | When something unpleasant appears all of a sudden. |
| recommend | To suggest doing something. |

Reading for Productivity: PE - Mental Health and Wellbeing

LO – To answer questions about a newspaper report.

Reading for Productivity – PE - Mental Health and Wellbeing

Retrieval

1. What is the name of the campaign?
2. Name one of the tips suggested by Every Mind Matters for helping mental health.

Vocabulary

3. 'This campaign comes as children return to school and **adjust** to a 'new normal'. What does the word adjust mean in this sentence?

Inference

4. Why do you think the campaign is call Every Mind Matters?
5. How do you think parents and carers will feel when they see this campaign?

Summarise

6. Summarise the key information in this article in no more than 3 sentences.

Deepen the moment...

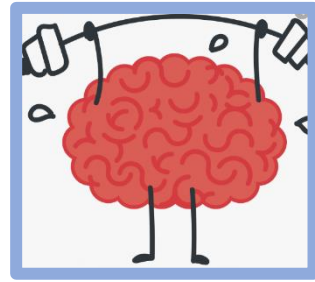
Why is mental health important? Why is it just as important as being physically healthy? Explain your answer.



Year 3/4 Extended Curricular Learning

PE – Mental Health and Wellbeing

Tuesday 2nd February 2021 – Activity 2



VIPs

- Mental health is the way we think or feel about ourselves and the world around us. It's related to how we cope with life's challenges and stresses.
- Mindfulness and yoga can help us if we are struggling with our mental health.

Today, are going to explore mindfulness, meditation and yoga. Mindfulness means paying full attention to something. It means slowing down to really notice what you're doing. Being mindful is the opposite of rushing or multitasking. When you're mindful, you're taking your time. You're focusing in a relaxed, easy way. Meditation is a great way to practice mindfulness. Yoga is a physical thing we can do to help with mindfulness and it keeps our body healthy as well as our mind. Today you are going to have a go at a meditation and yoga.

✓ Year 3 – Try this meditation: <https://www.youtube.com/watch?v=shR8DLyOkcg>

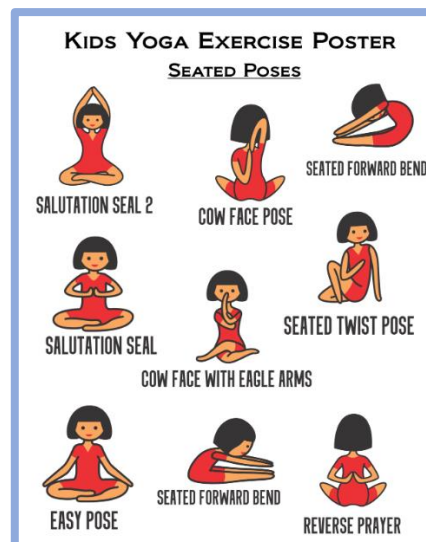
Then have a go at this yoga session: https://www.youtube.com/watch?v=GM616bRA_uw

✓ Year 4 – Try this meditation: <https://www.youtube.com/watch?v=HTL3mXUOLP4>

Then have a go at this yoga session: https://www.youtube.com/watch?v=GM616bRA_uw

Deepen the moment...

Research the importance of yoga for our physical and mental health. Display your findings however you would like. That could be a poster, leaflet or any other way you can think of.



Reading for Productivity 3: History

Viking Traders and Explorers

The Vikings were great explorers and travellers. Viking ships reached **Britain, France, Spain, Italy and North Africa.**

Traders made long journeys overland through **Russia**, reaching as far south as **Constantinople** in modern-day Turkey. Some merchants travelled further east to **Baghdad** in Iraq. A few daring explorers made voyages to Iceland and beyond, travelling across the Atlantic Ocean to **North America.**

What did the Vikings trade?

The Vikings traded all over Europe and as far east as Central Asia. They bought goods and materials such as **silver, silk, spices, wine, jewellery, glass and pottery.** In return, they sold items like honey, tin, wheat, wool, wood, iron, fur, leather, fish and walrus ivory. Everywhere they went, the Vikings **bought** and **sold** slaves too. Viking traders carried a set of **folding scales** which they used to weigh coins to make sure they got a fair deal.



This is the kind of balance scale a Viking trader used. They put the little weights in one pan and the silver in the other.

Explorers

Newfoundland

A Viking called Bjarni Herjólfsson 'discovered' America by accident in the year 985AD. He saw an unknown land when his ship was blown off course on the way from Iceland to Greenland.

Sixteen years later, Leif Ericsson, son of Eric the Red, sailed west to find this land. Leif and his men were the first Europeans in America.

They spent the winter in a place they named 'Vinland' (Wine-land) which today is in Newfoundland, Canada. But they didn't settle permanently.



Greenland

An Icelandic Viking outlaw called Eric the Red discovered Greenland.

In 983AD Eric was exiled by the people of Iceland and he sailed west to create a new settlement. He found a land that was a much bigger place than Iceland, and much colder too.

It was not much good for farming though. Eric hoped the name 'Greenland' would attract farmers, but not many Vikings went there to live.

Iceland

A Viking called Ingólfur Arnarson discovered Iceland and settled with his wife Hallveig. Ingólfur was from Norway and sailed to Iceland in the late 800s - about the same time as King Alfred the Great was fighting Danish Vikings in England. Some years later, around 930, the Vikings living in Iceland set up what is often called the world's first parliament, the Althing.

Constantinople

Swedish Vikings sailed along rivers into Russia. The Vikings traded all over Europe, and as far east as Central Asia and Constantinople (modern day Turkey). They bought goods and materials such as silver, silk, spices, jewellery and glass. In return, they sold items such as honey, tin, iron, fur and leather. Everywhere they went the Vikings bought and sold slaves. Traders carried folding scales to weigh coins to make sure they got a fair deal.



Reading for Productivity: History

LO – To learn about traders and explorers from Viking times.

Retrieval

- 1.) Name two things the Vikings bought.
- 2.) Which of the following statements are true?
 - A. Eric the Red discovered America.
 - B. Swedish Vikings sailed along rivers into Russia.
 - C. Eric the Red is the son of Leif Ericsson.
 - D. Traders carried folding scales to weigh coins.
- 3.) Describe how the balance scale was used, as shown in the picture.

Inference

- 4.) Why do you think trading was so important for the Vikings? Use the text to help support your answer.

Vocabulary

- 5.) Match the correct word with its definition.

| | |
|-----------|---|
| Voyage | How a ship finds their way from one place to another. |
| Trader | A long journey involving travel by sea or in space. |
| Navigator | A person who buys and sells goods. |

- 6.) Write a synonym for the word discover.

Deepen the moment...

Simon believes that it would have been easy to be a Viking explorer, do you agree?
Explain your answer.



Year 3 - 4 Extended Curricular Learning

History – Viking traders and explorers

Wednesday 3rd February 2021 – Activity 3



VIPs

- Viking longships would be able to sail in shallow water so were able to float on rivers and on the sea. During a raid, a boat would be hauled up to the beach so they could jump pit to fight but also make a quick getaway if needed.
- They bought goods and materials such as silver, silk, spices, wine, jewellery, glass and pottery. In return, they sold items like honey, tin, wheat, wool, wood, iron, fur, leather, fish and walrus ivory.
- The Vikings attacked the monastery in Lindisfarne looking for treasures they could steal and killed many monks who couldn't defend themselves.

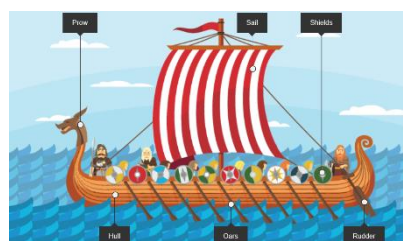
Today, you will be learning about the Viking raid on Lindesfarne which is thought of as the start of the Viking era in Britain and learning about the design of Viking longships.

1. Watch this video about the Viking raid on Lindesfarne. Think how the Vikings felt about the raid and how the monks felt about the raid.
<https://www.bbc.co.uk/bitesize/clips/zrpnvcw>
2. Read about Viking long ships on BBC Bitesize and draw and label your own longship. <https://www.bbc.co.uk/bitesize/topics/zy9j6/articles/zy9j2hv#z96f34j> and watch this video [Viking longships - KS2 History - BBC Bitesize](#)

- ✓ Year 3 – Draw and label a Viking long ship. Design your own Viking shields and a scary prow.
- ✓ Year 4 – Create a longship for sale poster. Draw your longship and label all the features that would be important for a Viking.

Deepen the moment...

Write a diary entry about the raid on Lindesfarne. Write from the perspective of either a monk or a Viking.



Reading for Productivity 4: Science

Magnetic Poles

Every magnet has one North Pole and one South Pole.

The blue end of a magnet is usually the **South** Pole. The red end of a magnet is usually the **North** Pole.

When two magnets are close, they create pushing or pulling **forces** on one another.



These forces are strongest at the ends of the magnets. The two ends of a magnet are known as the **North Pole** and the **South Pole**.

- So now we know that “like” poles **repel** each other...
- ...and that “opposite” poles **attract** each other.

They do this because there is a *FORCE* between them.

Same poles repel



If you try to put two magnets together with the same poles pointing towards one another, the magnets will push away from each other. We say they repel each other.

In this picture two north poles are pushing away from each other (repelling each other).

Different poles attract

If you put two magnets together with different poles pointing towards one another, the magnets will pull towards each other. We say they attract each other.



Reading for Productivity – Magnetic Forces

LO: To understand the characteristics of magnetic poles.

Retrieval

1. What is the blue end of the magnet called
2. What is the red end called?
3. If you try to put two magnets together with the same poles pointing towards one another what will happen?

Vocabulary

4. What does the word repel mean? Can you think of 2 synonyms for repel?
5. What does attract mean? Can you think of a synonym?

Deepen the moment:

Why do you think the poles were called North poles and South poles? Explain your answer.



Year 3 - 4 Extended Curricular Learning

Science – Magnetic Poles

Thursday 4th February 2021 – Activity 4

VIPs

- Every magnet has a North pole and a South pole.
- When two magnets are close, they will create either pushing or pulling forces on one another.
- Repel means to push away from and attract means to pull towards.
- The same poles will repel each other and opposite poles will attract each other.

Today, you will be learning deepening your learning about magnets and their poles by following a lesson from the Oak National Academy. You will observe an investigation of different poles coming together and the strength of magnets. There will be an opportunity for you to record the results you observe.

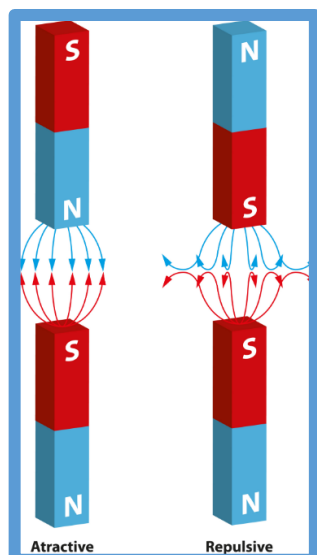
Here is the link to take you to the lesson:

<https://classroom.thenational.academy/lessons/what-are-magnets-cgvkee?step=2&activity=video>

- ✓ Year 3 – Record your results as shown on the video.
- ✓ Year 4 – Record the results, as shown on the video but add a paragraph explaining what you might do differently next time.

Deepen the moment...

A compass uses magnetic forces in order to work. Can you research how a compass works and produce a small information leaflet to describe this?



Reading for Productivity 5: RE

God took some clay from the ground and made the shape of a man. Then he breathed gently into the shape. The man's eye's opened and he began to live. God called him Adam.

The Lord made a beautiful garden for him to live in. The garden, called Eden, was full of many wonderful things. Beautiful flowers grew everywhere. Birds sang in the trees, streams flowed through the valley and animals roamed across the fields. God had made Adam to keep him company and look after the world. God brought all the animals to Adam one at a time to be given their names. "Elephant", he would say, or "Tiger", or "Porcupine".

But God felt sorry for Adam. "None of these animals is really like him," thought God, "he needs someone to share his life. Someone who cares for him and who he can care for."



That night, God took a rib from Adam's side and made a woman. When Adam awoke the following morning, he found a wife, Eve, lying asleep beside him. Adam was so happy. He took her hand and she woke up. She looked up at him and smiled.

God told the man and woman that it was their job to take care of their new home. God blessed them, saying, "All this is for you. Help yourself to anything you like. But never touch the tree in the middle of the garden. That tree gives knowledge of good and evil. The day you eat its fruit, you will die." God did not mean that Adam and Eve would drop down dead the moment they ate the fruit from the tree. He meant that in time they would die without his Spirit dwelling in them.

One day, Adam and Eve were gathering berries for dinner when she heard a silky voice behind her. "Has God told you that you can eat the fruit from all the trees?" the voice asked softly. Eve turned around to see a snake talking to her.

"God has told us we can eat all the fruit except for what grows on - The Tree of the Knowledge of Good and Evil," Eve told the serpent.

"Oh come now, that's silly! I hardly think such a lovely fruit would do you any harm," the serpent lied. "God knows that if you eat from The Tree of the Knowledge of Good and Evil you'll become just like God, and will be able to decide for yourself what is right and what is wrong."



The woman looked at the fruit and thought how tasty it looked. She thought how wonderful it would be to be as wise and powerful as God. She believed the serpent's lie and ate the fruit and also gave some to Adam, who was with her, and he took a bite as well.

She felt a strange feeling in the pit of her stomach. She fidgeted and wondered what was wrong with her. Suddenly she realized that she was feeling guilty - she had disobeyed God and knew she'd done something wrong.

As soon as they ate the fruit a change came over Adam and Eve. They became unhappy and fearful of God. Adam and Eve heard God calling them. Without thinking, they dived into the bushes, but God knew where they were. When God asked them if they had eaten from The Tree of the Knowledge of Good and Evil that He had told them not to touch, they blamed each other for their sins.

God was sad that Adam and Eve had disobeyed them. He told them that they had to leave the Garden of Eden, "From now on you'll have to scratch a living from the soil. You'll need to make clothes and grow food."



Reading for Productivity: RE

LO: To understand the story of Adam and Eve.

Retrieval

1. What was the garden called that God created in the story?
2. Why did God make Adam?
3. How was Eve made?

Vocabulary

4. What do you think the word 'dwelling' means in the sentence 'his spirit dwelling in them'?

Inference

5. What does the snake represent in the story of Adam and Eve?

Summarise

6. In three sentences or less, summarise the story of Adam and Eve.

Deepen the moment...

How has the story of Adam and Eve influenced what Christians believe about God? Explain your answer.

Year 3- 4 Extended Curricular Learning

RE- The story of Adam and Eve

Friday, 5th February, 2021 – Activity 5



VIPs

The Bible says that God created Adam to look after the world and teach people the values of right and wrong.

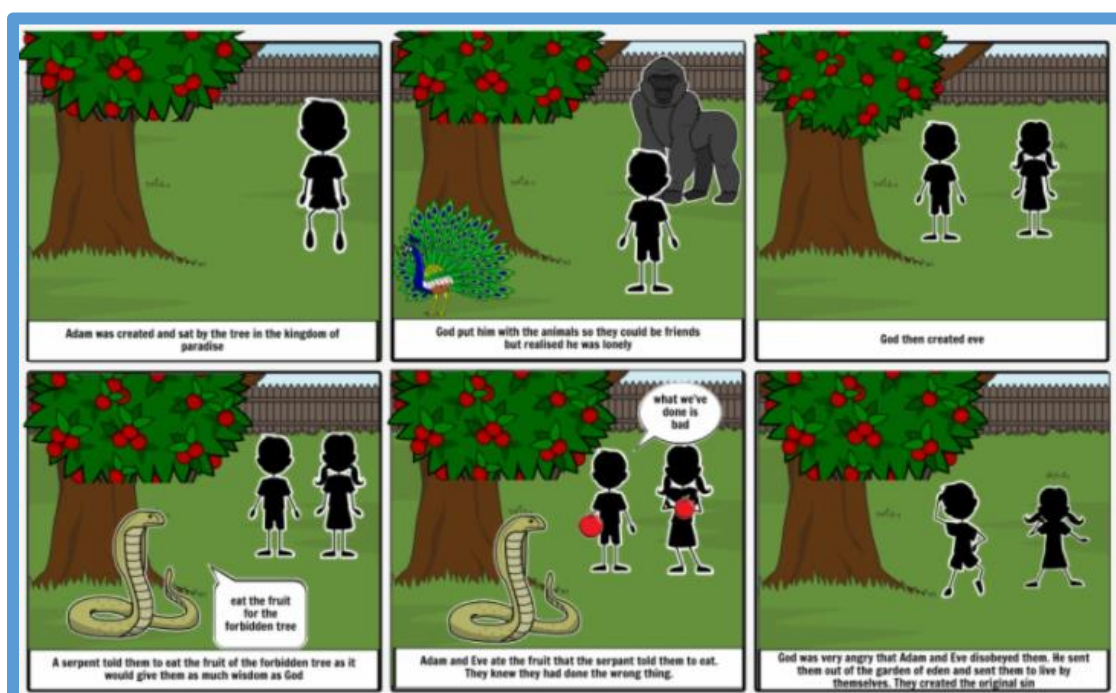
The story of Adam and Eve shows the Christian idea of God creating the world and life on Earth.

Today, you will watch a short video of the story of Adam and Eve. When you have watched the video, you will retell the story in your own words.

- ✓ Year 3 – Use the template and write a sentence or two for each section of the story. If you like, you don't need to use the template and you can retell the story and draw your own illustrations.
- ✓ Year 4 – Retell the story from the view point of one of the characters – God, Adam or Eve. When retelling, think about that character's feelings and describe the events from their perspective. Illustrate your writing.

Deepen the moment...

Do you think all Christians believe that is how the world and life was created?
Explain your thoughts.





Halfpenny Lane Reading Challenge

We are continuing to run our weekly 'Reading challenge' for all of our children throughout this National Lockdown period. Whilst you are at home, we would like you to continue to read at least 4 times a week and fill in your reading record.

Send us a picture of your completed reading record every Thursday each week on Class Dojo for an extra Dojo point and to be put into 'the reading raffle' for a chance of winning a prize upon our return.

At the end of each week, the names of the winning classes of our reading challenge and the randomly chosen children who have won our reading raffle, will be included in our weekly newsletter and posted on our school Twitter page.

Good luck everyone and continue to read as much as you have been doing!
Happy reading!





Halfpenny Lane TT Rockstars Weekly Battles

We are continuing to run our weekly TT Rockstars battles for all of our children in Year 2 to 6, throughout this National Lockdown period. Whilst you are at home, we would like you to continue to go on and access TT Rockstars as much as you can.

Each week we will be able to see how many correct answers each of you have got and which class has won their weekly battle.

An extra Dojo point will be awarded to those children going on and accessing this each week.

At the end of each week, the names of the winning classes and the top three children with the most correct answers across school, will be included in our weekly newsletter and posted on our school Twitter page. Prizes will be awarded upon our return.

Good luck everyone and rock on!

