

## Weekly Plan for Year 3 - Week 7

**HOW TO COMPLETE TASKS:** Please write all answers and work in your usual Home Learning Book. Maths tasks can be completed in the Maths Home Learning Book. If you have a printer at home, you are welcome to print but this is not necessary to complete tasks.

	English	Maths	Additional Activities.
Mon	<p><b>Spelling, punctuation and Grammar (SPAG)-Conjunctions</b></p> <p>Please watch the following lesson on conjunctions. Please complete the tasks asked throughout in your Home learning book, pausing the video whilst you do so. Remember, you must use your best handwriting and apply the joins you have learnt.</p> <p><a href="https://www.youtube.com/watch?v=GQgL4leyuhs&amp;feature=youtu.be">https://www.youtube.com/watch?v=GQgL4leyuhs&amp;feature=youtu.be</a></p>	<p><b>Times table focus:</b></p> <p>All our year 3 and 4 children have a time table target. However by the end of the year, all Yr 3 children need to know their 2,5,10, 3 and 4 times tables and ideally their 6 and 7 times table. Our year 4 children need to know all times tables up to 12x by the end of the year.</p> <p>Today for Maths, we want you to purely focus on your times table target. If you have achieved this, please move onto the next target. We can give you your bronze, silver and gold stickers when we are back in school. You can use the times tables speed test or Rock Stars. However, the most effective way is for you to consolidate with a parent/carer. Please:</p> <ul style="list-style-type: none"> <li>- Write down your target times table, in order, in your Maths Home Learning book.</li> <li>- Write down your target times table, out of order, in your Maths Home Learning book.</li> <li>- Ask a parent/carer if you can recite your target times tables. E.g. "one six is six, two sixes are twelve, three sixes are eighteen" etc</li> <li>- Ask a parent/carer to ask your timetable target out of order. E.g " What is five multiplied by six? what is nine multiplied by six"</li> <li>- If confident, ask a parent/carer to give you an inverse question. E.g " 36 divided by 6 is..."</li> </ul>	<p><b>On Friday 8th May 2020 it will be 75 years since VE Day back in 1945. Many celebrations took place on that day as it was the recognised ending of the Second World War in Europe.</b></p> <p><b>To commemorate this special day, please see the separate VE planning. There are two activities for each day. You can decide whether to complete both or just one, as your additional activity every day this week. We would love to see the activities you are completing with your family on our Facebook page.</b></p>

<p>Tue - Fri</p>	<p>DOWNLOAD THE AMAZING ALIENS ENGLISH BOOKLET FROM OUR SCHOOL WEBSITE!</p> <p><b>This booklet is designed to be completed across the week at your own pace.</b></p> <p><b>You do not need to print the booklet, tasks can be written in your home learning book. If you have a printer at home and would like to print it out, you are welcome to do so.</b></p> <p>In this booklet there are so many activities you can find that are both non-fiction writing and fictional writing. Depending on which extended piece of work you choose to do there are a few things I want you to check off in your tick list of features to add.</p> <p><b>RESOURCE 2</b></p> <p><b><i>PLEASE GET AN ADULT TO TAKE A PICTURE OF YOUR FINAL PIECE OF WORK AND EMAIL IT ON TO YOUR CLASS TEACHER. THEY WILL LOVE TO SEE ALL YOUR HARD WORK TO GIVE YOU SOME FEEDBACK.</i></b></p>	<p><b>THIS WEEK'S MAIN TASKS</b></p> <p><b>This week, we have prepared a booklet that you can work through at your own pace.</b></p> <p><b>Daily Starter:</b></p> <p>1- Times table speed test:  <a href="https://www.timestables.co.uk/speed-te">https://www.timestables.co.uk/speed-te</a></p> <p><b>Please download the TIME booklet from our school website. It should also have been sent via email with this planning.</b></p> <p><b>Each day, please work through the Time booklet at your own pace.</b></p> <p><b>Most activities have several difficulty levels so choose the tasks to suit your child's ability.</b></p>	<p>Below are some other activities around health and well-being, which you may want to carry out this week:</p> <p><b>Pedro the Penguin Cosmic Yoga session:</b>  <a href="https://www.youtube.com/watch?v=iSZvMHIw9vs">https://www.youtube.com/watch?v=iSZvMHIw9vs</a></p> <p><b>Mindful breathing activity</b> (5 minutes)- please see <b>RESOURCE 1</b></p> <p><b>Breathing colours mindfulness</b> (5 minutes)Please see <b>RESOURCE 1</b></p> <p><b>Breathing hands</b> (2 minutes) Please see <b>RESOURCE 1</b></p> <p><b>Body scan</b> (10 minutes) Please see <b>RESOURCE 1</b></p> <p><b>Creative workout:</b>      Can you create your own 5 minutes 'PE with Jo' inspired workout? You could even ask members of your family to complete it.</p> <p><b><u>Your comments about school:</u></b>  <b>As an extra activity your teachers want to hear from you!</b>  <b>Write a small paragraph about your feelings about this year of school. What have you enjoyed the most, what haven't you enjoyed? Have you found things easy or quite tough?</b>  <b>What have you achieved that you're really proud of. Then we want to hear about what are your hopes and wishes for next year.</b></p> <p><b>It would be great if you could write this and ask a parent or carer to take a photo and email it to your class teacher.</b></p>
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**Competition time!**

DESIGN YOUR  
**SUPER BEAR**  
COMPETITION

Waitrose/ John Lewis have launched a competition to school children to design a superhero themed bear that will grace their shelves at Christmas. You will also need to explain why your theme is important to you. The deadline for this competition is the 8th of May.

The link below will tell you a bit more about it.

<https://www.johnlewis.com/content/your-partners-through-it-all/feel-good-friday>

**Letter writing:**

**SEE RESOURCE 3**

## RESOURCE 1

### **Mindful breathing:**

Children can stand or sit for this activity.

Ask your child to put both hands on their belly.

children should close their eyes, or look down to their hands.

Guide children in taking three slow deep breaths in and out to see if they can feel their hands being moved.

You may like to count “1, 2, 3” for each breath in and “1, 2, 3” for each breath out, pausing slightly at the end of each exhale.

Encourage children to think about how the breath feels, answering the following questions silently, in their mind:

What is moving your hands? Is it the air filling your lungs?

Can you feel the air moving in through your nose?

Can you feel it moving out through your nose?

Does the air feel a little colder on the way in and warmer on the way out?

Can you hear your breath?

What does it sound like?

### **Breathing Colours (5 minutes)**

This activity is similar to the first mindful breathing activity, however it uses visualising colours as a means to increase focus and awareness.

Ask your child to think of a relaxing colour. It can be any colour they like, as long as it is one that makes them think of relaxation.

Ask your child to think of a colour that represents stress, sadness or anger. Whichever of those emotions is most relevant or suitable for your child to explore.

Children imagine breathing in the relaxing colour and visualise it filling their lungs. Children then imagine breathing out the stress, sadness or anger colour.

Your spoken instructions may be along these lines: Imagine you are surrounded by the relaxing colour. No longer is the air clear, it is the relaxing colour. You can still make out shapes, but your world is now a different colour. Imagine that as you breathe in, you breathe in this colour too. See the colour filling up your lungs. Imagine as you breathe out, that your breath is the colour of stress.

See the stress colour mix into the relaxing colour around you. Watch the stress colour slowly disappear. Breath in your relaxing colour. Breath out the stress colour

### **Breathing Hands (2 minutes)**

Spread one hand out like a star.

Use the index finger on your other hand to trace the outline of your star hand.

Take a deep breath in as you move to the top of your thumb. Breathe out as you move down between your thumb and first finger.

Take another breath in as you move to the top of your first finger.

Breathe out as you move down between your first and second finger.

Repeat until you have taken five slow, deep breaths.

### **Body Scan (10 minutes)**

This is a fantastic activity that children can “take home” with them. It can be particularly useful to do a body scan to help relax before sleep.

Child to lay on the floor, with their eyes closed if they are comfortable (or they may prefer to look at the ceiling).

Encourage your child to pay attention to their feet for 5 or 10 seconds. Questions to ask during a body scan: – How does this body part feel? – Is it cold or warm? – Does it feel tight or relaxed? – Is all or part of that body part touching the floor? – Or clothing? – What does that feel like?

Move on to their toes, then ankles, then calves and knees. Continue body part by body part until you reach the head. Question how each part of the body feels to bring your child's

' awareness to their body in the moment. If there is tightness or stress, imagine breathing the stress out of that part of the body with each exhale

## RESOURCE 2

### Newspaper report (non-fiction):

# Features of a Newspaper Report Checklist

How many of the following features can you spot in the newspaper report?

Features	✓ / X
The name of the newspaper	
A headline that uses a pun, rhyme or alliteration	
A subtitle which gives a bit more information about what the report is about	
The reporter's name	
An introductory paragraph containing the 5 Ws (what, where, when, who, why)	
Information about the main events presented in chronological order	
Pictures with captions	
Written in the third person and in the past tense	
Direct and reported speech	
Formal language	
Rhetorical Questions	
A conclusion paragraph to explain what might happen next	

## Non-chronological report (non-fiction):

	Topic title covers the whole subject.		Factual language and description.
	Brief introduction paragraph gives who/ what/ where overview.		Present tense verbs (unless it's a historical report).
	Information organised into categories.		Technical language may be explained in a glossary.
	Each category has a sub-heading.		Third person makes it impersonal.
	Some information may be in fact boxes or bullet-point lists.		Formal tone.
	Extra details support the main points.		General language, not particular examples.

## Creative story writing fiction):

### Things to include about your story setting...



Peer Teacher

a name for the place			
details to make the place believable			

descriptions of:

• the weather			
• the time of day			
• what can be seen			
• what can be heard			
• what can be felt			
adjectives build up an atmosphere and allow the reader to picture the setting in their head			



**Remember:**

- Fronted adverbials	
- Adjectives	
- Expanded noun phrases	
- Commas	
- Adverbs	
- Modifying prepositions	
- Direct speech	
- Indirect speech	

## RESOURCE 3

### Wednesday 6<sup>th</sup> May 2020

The residents of Orchard Lane Nursing home are feeling a little lonely as they have been unable to go out for over five weeks. So your challenge for today and tomorrow is to write a letter to one of the residents at Orchard Lane Nursing Home. At St Bartholomew's we know exactly how to spread love and hope as it is one of our school values. Let's sprinkle some love and hope into our letters to brighten up the residents' day! Perhaps you could also challenge yourself to add in a question, extended sentence! You could use your daily exercise to post your letter at Orchard Lane or you could put a stamp on and post it in a post box.

### Wednesday

#### Task 1

- Plan and write your letter to Orchard Lane Nursing Home. Think about your non-negotiables for writing: capital letters, punctuation, letter formation, complex sound chart, finger spaces and letters sitting on the line.

### Thursday

#### Task 1

- Edit your letter like we would in school with our Purple Polishing pen (you can use any pen in a different colour).
- Write your letter up in neat, paying attention to your handwriting, making sure your ascenders and descenders are where they should be, along with your joining strokes.
- Write the address on the front of the envelope. Now you are ready to post!