

# Remote Learning

## Year 3 Remote Learning

Time frame: week beginning 08.02.21

We are so sorry you are unable to be at school. Whilst you stay at home, we want you to keep learning, so please complete the following work I have set for you.


Look at the work for the correct day of the week for maths, English and the wider curriculum. Our home learning provision each day includes the following: one maths lesson, one English lesson and one wider curriculum lesson.

- The maths learning will always be based on the Maths No Problem lesson the class is doing. **Please ensure you have signed up to the parent guide for Maths No Problem.**
- **Please ensure you upload your work onto Seesaw – it is important that the class teacher can see all the fantastic learning you are doing at home.**




<p><b>Wake Up Shake Up</b> 8.30-9.00am</p>	<p><b>'Wake Up, Shake Up'</b> - Live Fun Fitness Sessions with Mr Bartlett and your schoolmates on Mondays, Tuesdays, Wednesdays and Fridays at 8.30-9.00am. Start your day right with a fun fitness session and challenges with Mr Bartlett and your schoolmates! What better way to move your body, laugh with your friends and feel great for the rest of the day! They are open to all pupils and families at Belleville</p>


	Wix, no matter your age. You may even spot a few of your teachers getting involved! Daily exercise has the power to improve your health, fitness and learning. Why not give it a go?!				
<b>Registration</b> <b>10.00-10.05am</b>	<ul style="list-style-type: none"> <li>• Be dressed in your uniform</li> <li>• Have your resources to hand</li> <li>• Registration</li> <li>• Home learning for the day explained</li> </ul>				
<b>Maths</b> <b>10.05-10.30am</b>	<ul style="list-style-type: none"> <li>• Teacher to teach the maths concept – up to 20 minutes.</li> <li>• Pupils sent off to complete their work independently.</li> <li>• Some pupils may stay on with teacher to discuss further.</li> </ul>				
<b>English</b> <b>12.00-12.30pm</b>	<ul style="list-style-type: none"> <li>• Teacher to teach the English concept – up to 20 minutes.</li> <li>• Pupils to complete their work independently.</li> <li>• Some pupils may stay on with teacher to discuss further.</li> </ul>				
<b>Curriculum</b> <b>When you have completed Maths and English</b>	<ul style="list-style-type: none"> <li>• Pupils to complete the curriculum work in the home learning document.</li> <li>• Pupils to post their work on Seesaw to be marked by the teacher.</li> <li>• During this time, pupils to have lunch and take some exercise.</li> </ul>				
<b>Afternoon Registration</b> <b>2.30-2.50pm</b>	<ul style="list-style-type: none"> <li>• Whole class reading session.</li> <li>• Pupils to share their work and say goodbye for the day.</li> </ul>				
<b>Links to Days</b>	<a href="#">Monday</a>	<a href="#">Tuesday</a>	<a href="#">Wednesday</a>	<a href="#">Thursday</a>	<a href="#">Friday</a>
<b>Resources</b>	<a href="#">Monday</a>	<a href="#">Tuesday</a>	<a href="#">Wednesday</a>	<a href="#">Thursday</a>	<a href="#">Friday</a>


	<b>Monday</b>
<b>Maths</b>	Chapter 8 Money : Lesson 1 , Worksheet 1 – Naming amounts of money
	<b>Support:</b> Questions 1a, 1b,2a and 2b <a href="https://classroom.thenational.academy/lessons/to-recognise-the-value-of-different-coins-and-notes-65j64e?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/to-recognise-the-value-of-different-coins-and-notes-65j64e?step=2&amp;activity=video</a>
	 Deepening:

Deepening challenge:

What are Ms Stuart's mistakes? Explain where she went wrong using diagrams and examples.

a)  Sam has .

b)  Ravi has .

c)  Lulu has .

English

**To write a command with details**

- What is a preposition? Watch this [video](#) to remind yourself.
- Using the instructions [rubric](#), can you evaluate and improve this command:  
*1. Wash the body.*  
Here is an example:  
*1. First, thoroughly wash the body using clean, fresh water. Make sure to dispose of the dirty water carefully to get rid of any diseases.*
- Can use the instructions rubric to improve these commands?
  - Remove the organs.
  - Wrap the body in bandages.
  - Place the body in the sarcophagus.

**Support:** Can you just add adverbs to the commands?

**Deepening:**



Can you write your own detailed commands?

Curriculum  
Science


**What are soils made from?**

- In this lesson we will learn about what soil is made from and its different types.
- Watch these two videos about soil: [video 1](#) and [video 2](#).
- Look at the pictures and answer the questions (support resource).


	<p>□ What kind of soil do you think gardener/farmer/footballer/runner would like and why? If you are able to, find and test some soil from a garden or park near you. Is it sandy/loamy/clayey - how can you tell?</p>
Daily Tasks	<ul style="list-style-type: none"> <li>- Practise your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence.</li> <li>- Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.</li> </ul>

	<b>Tuesday</b>
Maths	<p>Chapter 8 Money : Lesson 2 , Worksheet 2 – Naming amounts of money</p> <p><b>Support:</b> Questions 1 a, 1 b, 2a and 2b</p> <p><a href="https://classroom.thenational.academy/lessons/counting-money-in-a-set-of-coins-65h32d?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/counting-money-in-a-set-of-coins-65h32d?step=2&amp;activity=video</a></p>
	<p> Deepening:</p> <div style="border: 1px solid #ccc; padding: 10px; background-color: #f9f9f9;"> <p style="text-align: center; font-size: 24px; font-weight: bold; background-color: #424242; color: white; padding: 5px; border-radius: 15px; display: inline-block;">Reflect</p> <p>Reena says that she has £3 and 20p. What mistake could Reena have made?</p>  </div>
English	<p style="text-align: center;"><b><u>Using main clauses and subordinating clauses</u></b></p> <ul style="list-style-type: none"> <li>• <b>Watch</b> the lesson video <a href="#">here</a>. You can also find the <a href="#">explanation here</a>.</li> <li>• <b>Add</b> a subordinate clause to each of these <a href="#">main clauses</a> using a <a href="#">subordinating conjunction</a>.</li> <li>• <b>Write</b> your own commands with a main clause and a subordinate clause.</li> </ul> <p><b>Support:</b> Use the subordinating conjunction <a href="#">word bank</a> and sentences to help you with your commands.</p> <p><b>Deepening:</b> Can you experiment by starting your sentences with a subordinating clause, for example, So that it is clean, wash the body with soapy water.</p>
Curriculum	<b>What were the achievements of the Ancient Egyptian civilisation?</b>


History	<ul style="list-style-type: none"> <li>• What have you learnt about the Ancient Egyptian civilisation this term? Recap pyramids and buildings, the discovery of Tutankhamun's tomb and hieroglyphics and the writing system. Re-watch these video clips on the <a href="#">buildings</a>, <a href="#">Tutankhamun's tomb</a> and the <a href="#">Rosetta Stone</a>.</li> <li>• Complete the quiz <a href="#">here</a>.</li> </ul> <p>Answer the question: What were the achievements of the Ancient Egyptian civilisation?</p>
Daily Tasks	<ul style="list-style-type: none"> <li>- Practise your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence.</li> <li>- Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.</li> </ul>

	<b>Wednesday</b>
Maths	<p>Chapter 8 Money : Lesson 3, Worksheet 3 –Showing amounts of money</p> <p><b>Support:</b>  Questions 1a, 1b and 2a  <a href="https://classroom.thenational.academy/lessons/using-the-fewest-amount-ofcoins-and-notes-71k64c?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/using-the-fewest-amount-ofcoins-and-notes-71k64c?step=2&amp;activity=video</a></p> <p> <b>Deepening:</b></p> <p style="color: red; font-family: cursive;">Would you rather have eighteen 20p coins or two £2 coins?  Please show your working out and explain your answer.</p>
English	<p style="text-align: center;"><u>Writing instructions</u></p> <ul style="list-style-type: none"> <li>• <b>Re-read</b> your plan from Friday.</li> <li>• <b>Read</b> the <a href="#">example set of instructions</a>.</li> <li>• <b>Write</b> your set of instructions using your plan.</li> </ul> <p><b>Remember</b> to use numbers to show the order, imperative verbs, prepositions to explain where/ when and subordinating conjunctions to add details to main clauses.</p> <p><b>Support:</b> Use your clause bubble to help you with your sentences. You could use a different colour pencil for each sentence to remind you to use full stops and capital letters.</p> <p><b>Deepening:</b></p>

	Can you try to vary your sentence structure, for example using an adverb at the start of a sentence or by using a subordinate clause at the start of a sentence.
Curriculum Science	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Look back on your work about rocks and soils and what you first knew at the start.</li> <li>• Create a guide to rocks, soils, fossils which would help a Year 3 child next year to understand this topic.</li> </ul> <p>Your guide could be a video, a poster, a booklet or presentation of your choice.</p>
Daily Tasks	<ul style="list-style-type: none"> <li>- Practise your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence.</li> <li>- Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.</li> </ul>

	<b>Thursday</b>
Maths	Chapter 8 Money : Lesson 4, Worksheet 4 – Adding money
	<p><b>Support:</b></p> <p>Questions 1a, 1b, 2a and 2c.  <a href="https://classroom.thenational.academy/lessons/adding-money-in-differentways-60w3jt?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/adding-money-in-differentways-60w3jt?step=2&amp;activity=video</a></p>
	<p> Deepening:</p> <p>Sophie has five coins in her pocket. How much money might she have?          What is the greatest amount she can have?          What is the least amount she can have?</p> <p>If all the coins are different:          What is the greatest amount she can have?          What is the least amount she can have?</p>
English	<p><b>Edit and revise instructions</b></p> <p><input type="checkbox"/> <b>Think</b> - What makes an effective set of instructions? What features do they need to include?</p>

	<ul style="list-style-type: none"> <li>• <b>Remember</b> instructions should include numbers to show the order of the steps, imperative verbs and prepositions to explain where/ when. They should also include details.</li> <li>• <b>Respond to feedback</b> from your teacher on Seesaw.</li> <li>• <b>Improve</b> your instructions using a different colour pen.</li> </ul> <p>Look at the <a href="#">CUPS and ARMS poster</a> to check the different things to edit and revise.</p> <p><b>Support:</b></p> <p><b>Deepening:</b> Choose a particular command. Use the instructions rubric to help you to make it a 'great' command.</p>
Curriculum PE	Miss Stuart will post the link to the PE recorded lesson in the week to seesaw.
Daily Tasks	<ul style="list-style-type: none"> <li>- Practise your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence.</li> <li>- Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.</li> </ul>

	<b>Friday</b>
Maths	Chapter 8 Money : Lesson 5, Worksheet 5 –Adding money
	<p><b>Support:</b> Questions a,b and d.</p> <p><a href="https://classroom.thenational.academy/lessons/adding-money-in-differentways-60w3jt?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/adding-money-in-differentways-60w3jt?step=2&amp;activity=video</a></p>
	<p> <b>Deepening:</b></p> <p><math>£2.60 + ? = £5.00</math></p> <p>Show and explain as many different methods as you can to find the missing</p>

English	<p><b>Publish</b></p> <p>□ <b>Think</b> - Who is the audience for our instructions? What is the purpose of our instructions?</p> <p><b>Publish</b> your instructions into the publishing booklet or you can your own design.</p> <p><b>Support:</b> Use this <a href="#">video</a> to help you with your handwriting.</p> <p><b>Deepening:</b> Could you read your instructions to someone at home and see if they can act out 'How to make a mummy'?</p>
Curriculum Music	Miss Stuart will post the link to the Music recorded lesson in the week to seesaw.
Daily Tasks	<ul style="list-style-type: none"> <li>- Practise your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence.</li> <li>- Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.</li> </ul>

<b>Reading</b>	
Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.	
<b>Grammar and Spelling</b>	
<p>Ask an adult to test you on your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence. Practice these for 15 minutes each day. Your spellings to learn are:</p> <p>careless      carelessly      hopeless      happiness</p> <p>thoughtless      thoughtful      thoughtfully      hopefully</p> <p>beautifully      wonderfully</p>	
<b>Wider Curriculum</b>	
<b>French</b>	<a href="#">Here</a> is your French lesson. See resources for the worksheet.



## Resources Monday Resources

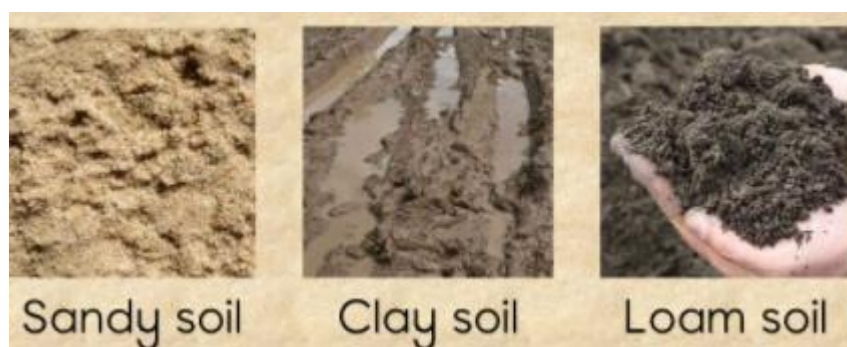
### English- Instructions rubric

Instructions Year 3	Not Good •	Good ••	Great •••
Introduction	Short and uninteresting (e.g. only specific comment)	Specific and viewpoint comments	General, specific and viewpoint comments
You will need list	No bullet points, not in note form, too many details	Bullet points, organised, in note form	Includes amounts, in the correct order
Commands	Not in the right order, repetitive	Imperative verb, adverb, preposition, numbers, no pronouns e.g. no 'you'	Accurate imperative verbs, adverbs and prepositions, use of technical language
Details	No details	Add one detail e.g. explain why or top tip	More than one detail using technical language

Curriculum:

Resources – Science

Questions:



1. What is soil made of?
2. What is the difference between clay and sandy soil?

3. Look at the different types of soil. Can you describe them? (colour, texture)
4. What kind of soil do you think gardener/farmer/footballer/runner would like and why?
5. What kind of soil is in an outdoor space near you? How do you know?

## Tuesday Resources

English-

### Main clauses and subordinate clauses lesson explanation

A **main clause** has one main idea. It makes sense on its own and it contains a subject and a verb.

We can add detail to a main clause using a **subordinate clause**. A subordinate clause doesn't make sense on its own.

The subordinate clause is added to the main clause using a **subordinating conjunction**.

This command is a main clause:

Wash the body.

It has one main idea. It makes sense on its own and it contains a subject (body) and a verb (wash).

This is a subordinate clause:

so that it is clean

It doesn't make sense on its own.

Let's make a sentence using the main clause and subordinate clause:

Wash the body so that it is clean.

The subordinate clause adds detail to the main clause. The subordinating conjunction used to add the subordinate clause in this sentence is so that.

Other examples of subordinating conjunctions are: *when, if, because, that, although, even though* and *unless*.

Read this main clause:

Wrap the body with linen.

How can you add a subordinate clause to this main clause using a subordinating conjunction?

Wrap the body with linen when the insides are removed.

Wrap the body with linen because it preserves the body further.

### **Tuesday independent task:**

Now add a subordinate clause to each of these main clauses using a subordinating conjunction:

Jab a long, metal hook into the brain.

Remove everything in the body.

Fill the body with stuffing.

Dry the body with natron and oil.

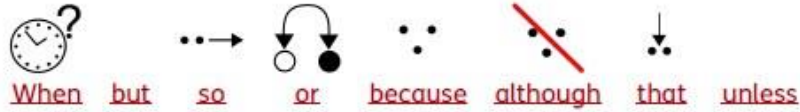
Place the body in a sarcophagus.

Subordinating conjunctions: *when, if, because, that, although, even though, so that, unless*

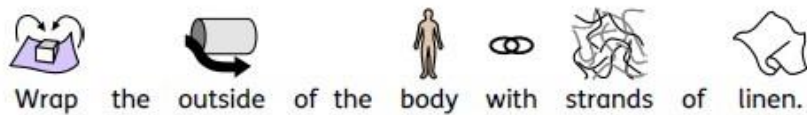
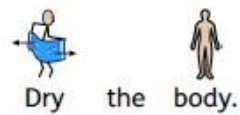
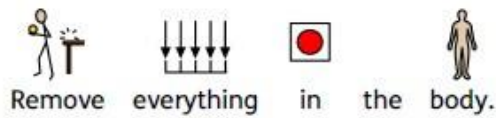
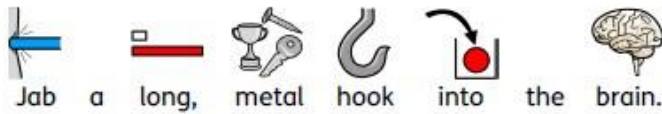
Tuesday support:

Word bank

## Conjunctions



## Commands



## Wednesday Resources

### English-

### Wednesday: Example instructions for how to make a mummy

Introduction: **General**, **Specific**, **Viewpoint**

**Imperative verbs**

**Adverbs**

## Prepositions Details

### subordinating conjunctions

#### How to Make a Mummy

Dead bodies are rather smelly. Embalming preserves bodies and stops them rotting away. Follow these instructions to learn how to embalm a body.

#### You will need:

- Linen
- Long, metal hook
- Natron and oil
- Stuffing
- Sarcophagus
- Pharaoh mask

#### Steps for mummification:

1. Wash the body with water. **It must be fresh water so that your mummy is clean. You must dispose of the water carefully because it is important to stop the spread of disease.**
2. Take a long, sharp, metal hook and jab it with force up the nose and into the brain. **You must move the hook quickly so the brain is mushed up.** Tilt the head to the side and let all the brain flow out.
3. Remove everything in the body with care, including all the organs. **Be sure not to remove the heart.**
4. Once you have removed the body parts, fill the body with stuffing. **This is only to help dry the body.**
5. Carefully, dry the body with natron (salt) and oil. Wait forty to fifty days until you can replace the stuffing with linen and sawdust.
6. When the insides of the mummy's body are ready, wrap the outside in strands of linen. **Wrap it tight around the corpse to stop the bandages falling off.**

7. Take your time to place the body in a sarcophagus. Gently, place the pharaoh mask on the face.

Now your mummy is ready for the afterlife!

## Thursday Resources

English-

**Thursday: CUPS and ARMS poster**



# REVISING

The 'content' checking

## A.R.M.S.

### **Add**

Add interesting or precise sentences and words

### **Remove**

Remove sentences you don't need

### **Move**

Move words or sentences to a more suitable place

### **Substitute**

Change words and sentences for new ones to avoid repetition or use of boring words

# EDITING

The SPAG checking

## C.U.P.S

### **Capitalise**

First word in a sentence and proper nouns: names, places, titles, days, months

### **Usage**

Inflection of nouns and verbs.

E.g. we was were / One dogs

### **Punctuation**

. ! ? , - ; '

### **Spelling**

Check words you are not sure how to spell, including homophones

# Friday Resources

## Curriculum- French

1. Label the different parts of the body in French on each character.



Year 3 and 4

le	the (masculine object)
la	the (feminine object)
les	the (more than one object)

Qu'est-ce que c'est? 



bleu	jaune	rose
blanc	vert	violet
rouge	gris	marron
noir	orange	

2. Read the description of my alien. Draw him and label him in French.

Mon alien a :

- Une tête verte
- Deux oreilles noires
- Trois yeux violets
- Deux bras longs bleus
- Quatre mains orange
- Cinq jambes roses
- Six pieds marron

Support: [Parts of the Body - KS2 French - BBC Bitesize](#) - [BBC Bitesize](#)