

Year 3B Remote Learning

Time frame: week beginning: 8 February 2021

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.

- **Your zoom link to all lessons:**

Password:

Class email:

- 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.**



Year 3B Timetable

Zoom					
Wake Up, Shake Up 8:30 am – 9:00 am	<p>Live Fun Fitness Sessions with Mr Bartlett and your schoolmates on Mondays, Tuesdays, Wednesdays and Fridays.</p> <p>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 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?!</p>				
Registration 10:00 am	<ul style="list-style-type: none"> • Be dressed in your uniform • Have your resources to hand • Registration • Home learning for the day explained 				
Maths 10:05 am – 10:30 am	<ul style="list-style-type: none"> • Teacher to teach the maths concept – up to 20 minutes. • Pupils sent off to complete their work independently. • Some pupils may stay on with teacher to discuss further. 				
English 12:00 pm – 12:30 pm	<ul style="list-style-type: none"> • Teacher to teach the English concept – up to 20 minutes. • Pupils to complete their work independently. • Some pupils may stay on with teacher to discuss further. 				
Curriculum When you have completed Maths and English	<ul style="list-style-type: none"> • Pupils to complete the curriculum work in the home learning document. • Pupils to post their work on Seesaw to be marked by the teacher. • During this time, pupils to have lunch and take some exercise. 				
Afternoon Registration 2:30 pm – 3:00 pm	<ul style="list-style-type: none"> • Whole class reading session. • Pupils to share their work and say goodbye for the day. 				
Links to Days	Monday	Tuesday	Wednesday	Thursday	Friday
Resources	Monday	Tuesday	Wednesday	Thursday	Friday

Monday

Maths

Workbook 3B Chapter 8 – Money – Worksheet 6

Support:

Learn the strategy: Coins and notes reminder: (up to 10 minutes and 14 seconds)

<https://classroom.thenational.academy/lessons/coins-and-notes6wup4t?step=2&activity=video>

Column addition reminder: <https://www.khanacademy.org/math/cc-2nd-grade-math/cc-2nd-addsubtract-100/cc-2nd-add-100/v/addition-with-regrouping>



Deepening:

Write instructions to solve £12 and 70p + £3 and 50p.

Make sure you write each step clearly so that a child in Year 5 would understand how you solved this.

English

What are instructions?

- Over the week, you will be learning about instructions. You will be writing your own set of instructions for *How to make a mummy* linked to our History topic of the Ancient Egyptians.
- **Watch** the [lesson video](#) on commands, imperative verbs and adverbs.
- **Read** the [Revolting Recipe](#). This was written by a child at Belleville Wix last year when they were in Year 2! The purpose of the recipe is to instruct. The audience is someone who is going to make the recipe.

Highlight these features in the recipe: introduction, you will need list, commands and numbers to show the order.

Support: Your teacher will ask you to stay of for additional help.

Deepening:



In the commands, can you spot imperative verbs and adverbs

Curriculum

Science – Life Cycles

KQ: What is the role of the roots and stem of a plant?

Trigger Prior Learning – How do plants spread seeds?

Anchor – watch these short videos:

[Roots](#)

[Leaves 1](#)

[Leaves 2](#)



Independent – Complete the experiment below.


For this experiment, you will need: a celery stalk, cup of water, food colouring




1. Fill a cup with water.
2. Add some food colouring.
3. Add the celery stalk.
4. Wait about 48 hours.
5. Observe what has happened to the celery.


Support:






	If you do not have the supplies above handy at home, have a look at the experiment here . Then, write out what you have learned.
Daily Tasks	<ul style="list-style-type: none"> - Practise your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence. - 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.


	Tuesday
Maths	<p>Workbook 3B Chapter 8 – Money – Worksheet 7</p> <p>Support:</p> <p>Learn the strategy: Coins and notes reminder: (up to 10 minutes and 14 seconds) https://classroom.thenational.academy/lessons/coins-and-notes6wup4t?step=2&activity=video</p> <p>Column addition reminder: https://www.khanacademy.org/math/cc-2nd-grade-math/cc-2nd-addsubtract-100/cc-2nd-add-100/v/addition-with-regrouping</p> <p> Deepening:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Rows of coins</p>  <ol style="list-style-type: none"> Take five coins: 1p, 2p, 5p, 10p, 20p. Put them in a row using these clues. The total of the first three coins is 27p. The total of the last three coins is 31p. The last coin is double the value of the first coin. Take six coins: two 1p, two 2p and two 5p. Put them in a row using these clues. Between the two 1p coins there is one coin. Between the two 2p coins there are two coins. Between the two 5p coins there are three coins. <p>What if you take two 10p coins as well, and between them are four coins?</p> </div>
English	<p>Research</p> <ul style="list-style-type: none"> • Watch the video about mummification. • Read the information pages to find out how to mummify a body. • Think: What are the steps to make a mummy? What order do they need to be completed in? <p>Create a flow chart, diagram or notes to show the steps for mummification. See example here. Make sure your steps are in the correct order.</p> <p>Support: Use the word bank for technical language to help you to clarify tricky words.</p>

	 <p>Deepening: Whilst completing your research, you could note down specific technical expert language that will be useful in when writing your instructions.</p>
<p>Curriculum</p> <p>Science – Life Cycles</p>	<p>KQ: What do plants need to survive?</p> <p><i>Trigger Prior Learning</i> – What is the role of the roots and stem of a plant?</p> <p><i>Anchor</i> – watch this short video here:</p> <p><i>Independent</i> – Complete the experiment below.</p> <p>For this experiment, you will need: seeds, water, soil, cups or plant pots</p> <ol style="list-style-type: none"> 1. Fill a cup or plant pot with water. 2. Add some seeds. 3. Fill a cup or plant pot with soil. 4. Add some seeds. 5. You may repeat steps one to four so that you have two or three cups of water and soil. 6. Place one water and one soil cup on the window ledge. 7. If you have more, place one water and one soil cup in a dark space. 8. Make daily observations. 9. After some time, write some conclusions. <p>Which environment was best for the plant? How do you know?</p>
<p>Daily Tasks</p>	<ul style="list-style-type: none"> - Practise your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence. - 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.




	Wednesday
<p>Maths</p>	<p>Workbook 3B Chapter 8 – Money – Worksheet 8 and Worksheet 9</p> <p>Support:</p> <p>https://classroom.thenational.academy/lessons/money-bags-1-c4u6ac?step=2&activity=video</p> <p>https://classroom.thenational.academy/lessons/money-bags-part-2-71jk6c?step=1&activity=video</p> <p>Deepening:</p> <div style="display: flex; align-items: center;">  <div> <p>Sam has £29</p> <p>He gets £28 more for his birthday.</p> <p>He buys this cap and jumper with his money.</p> <div style="text-align: center;">   </div> <p>How much money does he have left?</p> </div> </div>

<p>English</p>	<p>Plan your set of instructions</p> <ul style="list-style-type: none"> • Look at your flow chart, diagram or notes from yesterday. Think: How do you make a mummy? What order are the steps in? • Read: Look at the example plan. Today you are going to plan a set of instructions for how to make a mummy. • Plan: First, plan each step using the planning sheet (red on the example). Include imperative verbs, adverbs and prepositions. • Plan: Next, plan details for each step (black on the example). Details could explain why or give a fact or description for each step. <p>Remember that when you are planning, you do not need to write in full!</p> <p>Support: Use the support plan to help you with your planning.</p> <p>Deepening: Add more than one detail on your plan using technical vocabulary.</p> 
<p>Curriculum</p> <p>RE – How the World Began</p>	<p>KQ: How was the earth created?</p> <p>Watch this video on what a balanced argument is. Think: <i>How was the earth created?</i> Create a chart with key points of thinking for science and for one of the religions Pick one point of view (science or religion). Write an explanation to tell me how the earth was created. Deepening: Write a balanced text about how the earth was created by including both scientists and religions' points of view.</p>
<p>Daily Tasks</p>	<ul style="list-style-type: none"> - Practise your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence. - 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.

	<p>Thursday</p>
<p>Maths</p>	<p>Workbook 2B Chapter 14 – Time – Worksheet 1 and Worksheet 2 - YEAR 2 RECAP</p> <p>Support:</p> <p>Your teacher will invite you to stay on the class zoom for additional support.</p> <p> Deepening:</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>2.55</p> </div> <div style="text-align: center;">  <p>7:45</p> </div> <div style="text-align: center;">  <p>25 minutes past 9</p> </div> <div style="text-align: center;">  <p>6:25</p> </div> </div>

<p>English</p>	<p>Introduction</p> <ul style="list-style-type: none"> • Read your plan from yesterday. • Think - What are we writing this week? Who is our audience? What is the purpose of our instructions? • Read the example introduction plan, introduction and 'You will need' list. • Plan then write your introduction using the planning format. <p>Write your 'You will need' list for your set of instructions.</p> <p>Support: Use the writing frame to support you with your instruction writing.</p> <p>Deepening: Improve imperative verbs to ensure they are precise and accurate.</p> 
<p>Curriculum</p> <p>RE – How the World Began</p>	<p>KQ: How was the earth created?</p> <p>Think: How do scientist believe the earth was created? How do some religions think it was created?</p> <p>Research: Use one of the links below to research a creation story from another culture.</p> <ul style="list-style-type: none"> • Aborigine (Australia) • Chinese • Native American • Inuit (Eskimo) <p>Create: Make a poster depicting what you have learnt.</p> <p>Deepening: How does their creation story compare to the ones we have learnt so far?</p>
<p>Daily Tasks</p>	<ul style="list-style-type: none"> - Practise your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence. - 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.

	<p>Friday</p>
<p>Maths</p>	<p>Workbook 3B Chapter 9 – Time – Worksheet 1</p> <p>Support:</p>

	<p>Your teacher will invite you to stay on the class zoom for additional support.</p> <p> Deepening:</p> <p>Explain to a friend how to read this clock. What is the most important thing your friend needs to know?</p>  <p>What time does the clock show?</p>
English	<p>Body and Conclusion</p> <ul style="list-style-type: none"> • Read your plan from yesterday. • Think - What are we writing this week? Who is our audience? What is the purpose of our instructions? • Write the rest of your instructions using the planning format. <p>Support: Use the writing frame to support you with your instruction writing.</p> <p>Deepening: CUPS and ARMS – go and edit your instructions then publish your work.</p> 
Curriculum PE and Music	Miss Malinowski will post the link to the PE and Music recorded lessons in the week to seesaw.
Daily Tasks	<ul style="list-style-type: none"> - Practise your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence. - 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.

Reading			
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.			
This week's guided reading:			
Grammar and Spelling			
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:			
careless	carelessly	hopeless	happiness
thoughtless	thoughtful	thoughtfully	
hopefully	beautifully	wonderfully	

Resources

Monday Resources

Maths-

English-

Monday: Year 2 Revolting Recipe

How to Make Worm Soup

Do you want to make a disgusting worm soup to make your enemy vomit? Follow my instructions and you will know what to do.

You will need:

- 10 fresh earth worms
- 200ml bat's blood
- 1 tbsp slug's slime
- 5 medium scoops dung

1. Place the dung into a large mixing bowl. Make sure you wear gloves to keep the dirt off your hands.
2. Mix in the slug slime and stir. The mixture should be sloppy like porridge.
3. Gradually stir in the bat's blood. Pour in a small amount at a time and mix it well.
4. Pour the mixture into a pan and bring to the boil. Use a low heat to make sure you don't burn the bottom.
5. Chop the earth worms into small chunks and sprinkle them into the pan. Make sure you use a sharp knife and a cutting board to keep the worms chewy.
6. When the mixture is boiled, carefully add the worms and serve immediately. Be careful! The soup will be very hot.
7. Serve in a soup bowl and sprinkle with salt and pepper.

Curriculum-



Tuesday Resources

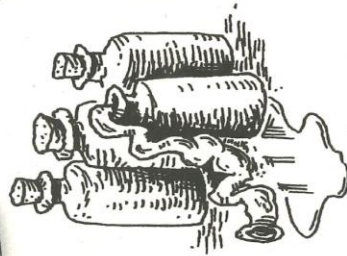
Maths-
English-

Information pages – How to make a mummy

GRACE'S GUIDE TO MAKING A MUMMY



It could take up to 70 days to mummify a body. Here are the instructions.



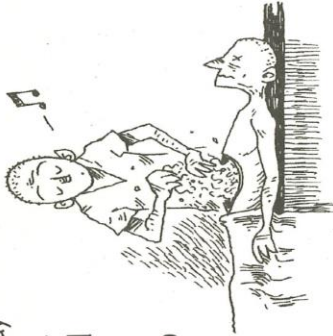
1 First the body was cut open and all the sloppy bits like the liver, lungs, stomach and intestines were taken out and put into special jars.



2 Then a long metal hook was used to pull the brain out through the nose.

3 Then the body was dried out using a salty substance called 'natron' which sucked up all its moisture. This took several weeks.

4 The head and body were then stuffed with sawdust and padding to stop them looking too shrivelled.

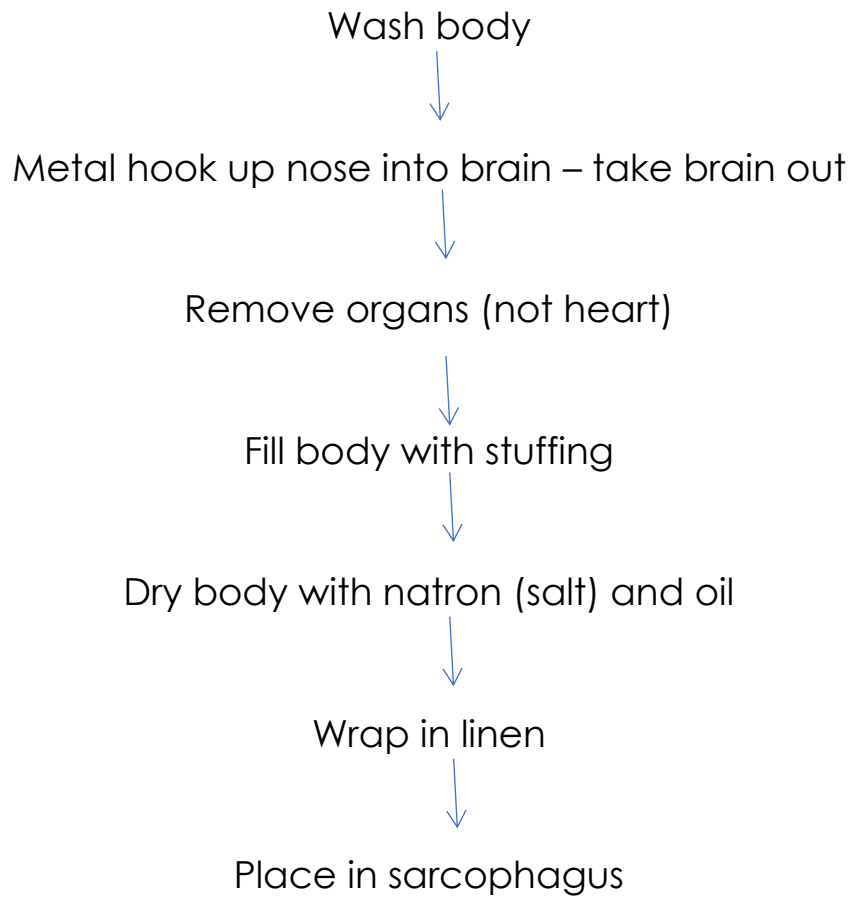


5 The eyeballs were pushed back into their sockets and covered with linen pads. Often these pads had eyes painted on them or sometimes the person's eyes were replaced with onions!



6 Onion-skin, wax or peppercorns were used to block up the nostrils.

Steps to make a mummy



Tuesday word bank:



Mummy



Ancient Egyptians



Embalming



Bandages



Salt



Rotting



Dead



Bodies



Smelly



Gods



Preserves



Hook



Oil



Stuffing



Linen



Organs



Pharaoh



Sarcophagus

Wednesday Resources

Maths-
English-

Wednesday: Example plan

Who are you writing for? (Audience)	New embalmers
Why are you writing? (Purpose)	To instruct them how to mummify a body

→First,	Wash body with water
Detail	Must be fresh – mummy is clean Dispose water carefully – stop spread of disease
→Then,	Jab sharp, long, metal hook up nose into brain – take brain out
Detail	Move hook quickly to mush brain – tilt head to side to let brain flow out
→	Remove everything in body with care – including all organs
Detail	Don't remove heart!
→	Once all body parts removed – fill body with stuffing
Detail	Helps to dry body
→	Dry body with natron (salt) + oil

Detail	Wait 40-50 days until can replace stuffing with linen + sawdust
→	Once inside of mummy's body ready – wrap outside in linen
Detail	Wrap tight around corpse – stop bandages falling off
→	Place body in sarcophagus + place pharaoh mask on face
Detail	Mummy now ready for afterlife!

Wednesday: Plan for your instructions

Who are you writing for? (Audience)	New embalmers
Why are you writing? (Purpose)	To instruct them how to mummify a body

→First,	
Detail	
→Then,	
Detail	
→	
Detail	

→	
Detail	
→	
Detail	
→	
Detail	
→	
Detail	



Wednesday: Support plan

Who are you writing for? (Audience)	
Why are you writing? (Purpose)	

Introduction	G	
	S	
	V	Follow instructions – learn → embalm mummy

→First,	Wash body
Detail	
→Then,	Jab _____ hook up nose into brain.
Detail	
→	Open up body + pull out organs
Detail	
→	Stuff body with sawdust
Detail	
→	Dry wrapped corpse with natron (salt) + oil
Detail	
→	Wrap in bandages
Detail	
→	Place body in sarcophagus

Detail	
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Curriculum-

Thursday Resources

Maths-

Time

Chapter 14

Name: _____ Class: _____ Date: _____

Worksheet 1

Telling and Writing Time to 5 Minutes

1 What is the time shown?



2 Match.

5:10 •

9:40 •

6:25 •

8:35 •

12:30 •



Name: _____ Class: _____ Date: _____

Worksheet 2

Telling and Writing Time

1 Count in fives to tell the time.

(a)



The time is . It is
minutes after o'clock.

(b)



The time is . It is
minutes after o'clock.

(c)



The time is . It is
minutes after o'clock.

(d)



The time is . It is
minutes after o'clock.

2 Write down what you usually do on a Sunday at the times shown.

time	what I do
 in the morning	
 in the afternoon	
 in the afternoon	
 in the evening	
 at night	

English-
Curriculum-

Friday Resources

Maths-
English-
Curriculum-