

Year 3 – Weekly Overview: Week Beginning wb 5/10/2020 (click on the links to take you to your activity resources. **\*Record your work in your exercise book**)

Approximate times	Monday	Tuesday	Wednesday	Thursday	Friday
At least 10 mins per day	Practice times tables for 10 minutes using: <a href="https://www.timestables.co.uk/">https://www.timestables.co.uk/</a> <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a> or write some questions in your exercise book or on paper to answer.				
1 hour	<p><b>Maths</b>  <u>L.O: to explore place value to 1000.</u>  <b>(Skills, core and extension)</b>  <u>Follow the video or the PowerPoint:</u>  <a href="https://vimeo.com/452146321">https://vimeo.com/452146321</a>  <b>A:</b> Think about the image. What number is being represented?  <b>E:</b> Identify the 3-digit numbers. Represent numbers pictorially or using apparatus.  <b>P:</b> Explore the question ‘How many 3-digit numbers can be made using 4 counters only? Follow the <b>Maths PowerPoint</b> (for further direction.)</p>	<p><b>Maths</b>  <u>L.O: to partition 3-digit numbers.</u>  <b>(Core and extension)</b>  <u>L.O: to partition 2 digit numbers.</u>  <b>(Skills)</b>  <b>A:</b> What’s the same, what’s different question.  <b>E:</b> Partition the Hundreds numbers into HTO.  <b>P:</b> Complete the activities about partitioning. Follow the <b>Maths PowerPoint</b> (for further direction.)</p>	<p><b>Maths</b>  <u>L.O: to find 100 more and 100 less of a 3 digit number.</u> <b>(Core and extension)</b>  <u>L.O: to find 1 more and 1 less of a number.</u>  <b>(Skills)</b>  <b>A:</b> Continue the sequences.  <b>E:</b> Find 100 more by adding another 100. Find 100 less by taking away another 100.  <b>P:</b> Complete the activities about 100 more/less. 1 more/less. Follow the <b>Maths PowerPoint</b> (for further direction.)</p>	<p><b>Maths</b>  <u>L.O: to find 100 more and 10 less of a 3 digit number</u>  <b>(Core and extension)</b>  <u>L.O to find 1 more and 1 less of a number</u>  <b>(Skills)</b>  <b>A:</b> Complete the partitioning questions.  <b>E:</b> Find 10 more by adding another 10. Find 10 less by taking away another 10.  <b>P:</b> Complete the activities about 10 more/less. 1 more/less. Follow the <b>Maths PowerPoint</b> (for further direction.)</p>	<p><b>Maths</b>  <u>L.O: to interpret pictograms.</u>  <b>(Skills, core and extension)</b>  <b>A:</b> Write your own questions about a bar chart.  <b>E:</b> Use key vocabulary to interpret pictograms of different scales.  <b>P:</b> Answer questions independently about pictograms of different scales. Follow the <b>Maths PowerPoint</b> (for further direction.)</p>

<p>1 hour</p>	<p><b>Literacy – Lesson 1</b>  <b>L.O. to recognise the features of a story</b>  <b>(Core and Extension)</b></p> <p><b>L.O. to recognise the features of a story</b>  <b>(Skills)</b></p> <p><b>A:</b> What stories do you know? Discuss  <b>E:</b> Discuss the features of a story. Give examples of each part of the story.  <b>P:</b> Fill in the story mountain with the correct parts of the story  Follow the <b>Literacy PowerPoint</b> (for further direction.)</p>	<p><b>Literacy – Lesson 2</b>  <b>L.O. to use conjunctions of time in my writing</b>  <b>(Skills, Core, extension)</b></p> <p><b>L.O. to use capital letters and full stops</b>  <b>(SEN)</b></p> <p><b>A:</b>  <a href="https://www.youtube.com/watch?v=-luR22gbQ">https://www.youtube.com/watch?v=-luR22gbQ</a>  <b>E:</b> Discuss what a time conjunction is.  Watch:  <a href="https://www.youtube.com/watch?v=MiDTITtMyVU">https://www.youtube.com/watch?v=MiDTITtMyVU</a></p> <p><b>P:</b> Write sentences using conjunctions of time.  <b>SEN:</b> Add the capital letters and full stops to the sentences.  Follow the <b>Literacy PowerPoint</b> (for further direction.)</p>	<p><b>Literacy – Lesson 3</b>  <b>L.O. to use an apostrophe for possession</b>  <b>(Skills, core and extension)</b></p> <p><b>L.O. to use capital letters and full stops</b>  <b>(SEN)</b></p> <p><b>A:</b>  <a href="https://www.youtube.com/watch?v=vc5quu-Ma7U">https://www.youtube.com/watch?v=vc5quu-Ma7U</a>  Pause and answer as you go  <b>E:</b> Discuss what apostrophes for possession are. Have a go at some examples.  <b>P:</b> Edit or rewrite the sentences to include the apostrophe for possession.  Follow the <b>Literacy PowerPoint</b> (for further direction.)</p>	<p><b>Literacy – Lesson 4</b>  <b>L.O. to use a range of verbs for precision</b>  <b>(Skills, core and extension)</b></p> <p><b>L.O. to identify verbs</b>  <b>(SEN)</b></p> <p><b>A:</b><a href="https://www.youtube.com/watch?v=4yYA6owB7Z8">https://www.youtube.com/watch?v=4yYA6owB7Z8</a>  Quiz - pause and answer as you watch  <b>E:</b> Identify the verb and then think of another verb which is even better  <b>P:</b> Practice using a thesaurus to change the verb in the sentence.  Follow the <b>Literacy PowerPoint</b> (for further direction.)  <b>During quarantine/isolation, please email your writing to: <a href="mailto:learning@wembleyprimary.brent.sch.uk">learning@wembleyprimary.brent.sch.uk</a></b>  <i>Don't forget to include your name and your class.</i></p>	<p><b>Literacy – Lesson 5</b>  <b>L.O. to plan a story</b>  <b>(Skills, core and extension)</b></p> <p><b>L.O. to retell the story</b>  <b>(SEN)</b></p> <p><b>A:</b> Recall the features of a story  Watch:  <a href="https://www.bbc.co.uk/bitesize/topics/zpccwmn/articles/zqmkh39">https://www.bbc.co.uk/bitesize/topics/zpccwmn/articles/zqmkh39</a>  <b>E:</b> Think of the conflict - think of a different problem that could happen  <b>P:</b> Complete story map of plan - change the conflict/problem  Follow the <b>Literacy PowerPoint</b> (for further direction.)</p>
<p>At least 15 minutes daily</p>	<p style="text-align: center;"><b>During quarantine/Isolation: Reading – Everyday</b> login in to <a href="https://www.activelearnprimary.co.uk/login?c=0">https://www.activelearnprimary.co.uk/login?c=0</a></p> <p>Please ensure your child completes the activities in the book they are reading. To access the activity you need to click on the 'bug' or 'boy' icon on the page and it will have a question that needs to be answered. Only after <b>ALL</b> the activities in a book have been completed, will they be allocated new books.</p> <p style="text-align: center;"><i>Activity and allocations will be done every Monday, Wednesday &amp; Friday.</i></p>				
<p>1 hour</p>	<p><b>Science</b>  <b>L.O. Understand how muscles help us move</b></p> <p>Success Criteria:  I can complete an exercise correctly following the instructions.  I can identify where in my body the muscle is that is working.</p>	<p><b>History</b>  <b>L.O: To understand what kind of sources tell us about the Stone Age</b></p> <p><b>A:</b> Tell your partner everything you have done this morning. Now try and prove all the things you have done.  <b>E:</b> Archaeologists had to use different objects to tell us about what happened in</p>	<p><b>R.E</b>  <b>L.O: To understand how the church helps Christians connect with each other</b></p> <p><b>A:</b> Match the pictures to the correct name and meaning  <b>E:</b> What does the word <b>church</b> mean? watch the video about a day in the life of a priest. Which activities take place in a church?</p>	<p><b>P.E/ART</b>  <i>In school, please see Miss M/Mr T's planning</i></p> <p><b>Quarantine/isolation:</b>  <b>PE with Joe Wicks</b>  <a href="#">The Body Coach TV</a></p>	

<p>I can label and name the muscle on a diagram.</p> <p><b>A:</b> Watch and record notes from the video</p> <p><b>E:</b> muscles are used for movement</p> <p><b>P:</b> explore the muscles in your bodies further.</p> <p>We are going to carry out simple exercises to help you to feel the different muscles in your bodies working.</p> <p>Follow the <b>Amazing bodies - Lesson 5 PowerPoint</b> <i>(for further direction.)</i></p> <p><b>Activities</b></p> <p><b>Activity 1:</b> explore the muscles in your bodies further.</p> <p>We are going to carry out simple exercises to help you to feel the different muscles in your bodies working.</p> <p><b>Activity 2:</b> use a worksheet to label and name the muscle on a diagram.</p> <p>Email a copy of your work to your teacher at: <a href="mailto:learning@wembleyprimary.brent.sch.uk">learning@wembleyprimary.brent.sch.uk</a> <i>Don't forget to include your name and class in the email.</i></p>	<p>the Stone age because there was no photographic evidence!</p> <p><b>P:</b> Look at the different artefacts. What can you know for sure? What can you deduce? What else would you want to know?</p> <p>Follow this week's <b>History PowerPoint</b> <i>(for further direction.)</i></p> <p><b>Activity:</b> Your task is to discuss each piece of evidence with your partner and think about what you can deduce from each one, as well as what else you would like to know. Use your ideas from the discussions to fill in the remaining columns in your evidence table.</p>	<p><b>P:</b> What are the connections between these activities and Jesus' teachings? Follow this week's <b>RE PowerPoint</b> <i>(for further direction.)</i></p> <p><b>Activity:</b> You will be writing a short diary entry on the day of a priest. Think about all the activities that take place in a church and how these actions help them to connect with God.</p>	
--	---	--	--