

Year 3 Learning Overview – Week Beginning 8<sup>th</sup> March

Every day please practise:

- 1.) 20minutes - your times tables by either using TT Rockstars, writing them out and testing yourself or asking another person to test you.
- 2.) 20 minutes - your Maths skills by using RM EasiMaths. The password for this is in the front of your Home-School book.
- 3.) 30 minutes - reading to yourself and to another person. This can even be over the telephone. Remember to vary your voice to match the punctuation.
- 4.) 20 minutes - spelling and phonics using Spelling Shed or write the words out in words and then in sentences. . It is important that you learn to spell of the high frequency words in the list for Years 3 & 4 (**can be found on Spelling Shed and in the children’s Home-School books**).

The children also have access to Education City. The password is in their Home-School book and a range of activities to support these topics can be found.

	Overview of learning	Different levels of challenge have been provided and <b>your child should know which level of challenge to complete.</b>
Maths	<p><b>Monday:</b> LO: Divide 2 digits by 1 digit with exchange.  <b>Tuesday:</b> LO: Divide 2 digits by 1 digit with remainders.  <b>Thursday:</b> LO: To be able to explore scaling.  <b>Friday:</b> Mental Maths.</p> <p><u>Useful links:</u></p>	<p><b><u>Monday</u></b>  Task: Complete the questions.  Mild: Classroom secrets numbers 1-4.  Hot: Classroom secrets numbers 5-8  Spicy: Classroom secrets numbers 9-12.  Extension: Problem solving and reasoning questions.</p> <p><b><u>Tuesday</u></b>  Task: Complete the questions as follows:  Mild: Classroom secrets numbers 1-4.  Hot: Classroom secrets numbers 5-8  Spicy: Classroom secrets numbers 9-12.  Extension: Problem solving and reasoning questions.</p> <p><b><u>Thursday</u></b>  Task: Complete the questions as follows:  Mild: Classroom secrets numbers 1-4.  Hot: Classroom secrets numbers 5-8  Spicy: Classroom secrets numbers 9-12.</p>

		<p>Extension: Problem solving and reasoning questions.</p> <p><u>Friday</u> Mental Maths</p>
English	<p><b><u>The Boy Who Grew Dragons – Non-chronological report</u></b></p> <p><b>Monday:</b> L.O: Identify key features of a non-chronological report.</p> <p><b>Tuesday:</b> L.O: Use headings and sub-headings. L.O: Edit and improve a piece of writing.</p> <p><b>Wednesday:</b> L.O: Retrieve and record information from a non-fiction text.</p> <p><b>Thursday:</b> Assessment</p> <p><b>Friday:</b> L.O: Spell words with the ‘u’ sound spelt ‘ou’.</p>	<p><b><u>Monday</u></b></p> <p>Task: Identify key features of a non-chronological report.  Must: Identify features using at least one example.  Should: Identify features using at least two examples.  Could: Identify features using at least three examples.</p> <p><b><u>Tuesday</u></b></p> <p>Task: To edit and improve the information text from ‘A World of Plants’.  Must: Add appropriate subheadings to the sections. Find the place names and add capital letters. Locate the three misspelt words and use a dictionary to correct. Challenge: Add a couple of sentences to explain how the fruit produces baby dragons.  Should: Write appropriate subheadings for each section of text. Correct spellings and add capital letters to proper nouns. Then add 3 or more sentences to the last paragraph to explain how the fruit produces baby dragons. Try to match the tone.  Could: Also try to replace the overused word grow /grown / growing with synonyms. Can children include detail about the semi aquatic animal in the last paragraph that is referred to? Is there any information left out that they wish to include? Challenge: Can you explain, linking to dragons, why the roots are so deep? (Reaching for lava in Earth’s core?)</p> <p><b><u>Wednesday</u></b></p> <p>Task: Research information about a chosen plant.</p> <ul style="list-style-type: none"> <li>• Name of plant (Including Latin name)</li> <li>• Brief history</li> <li>• Where is it found?</li> <li>• Description</li> <li>• Unique features</li> <li>• What mythical creature could grow within these fruits?</li> </ul> <p>You might want to think about what your subheadings are going to be first to help you with this.</p> <p>Must: Record information for 2 paragraphs.</p>

		<p>Should: Record information for 3 paragraphs.          Could: Record information for 4 paragraphs.</p> <p><b><u>Thursday</u></b>          Assessment</p> <p><b><u>Friday</u></b>          Task: Practise new spelling rule.          Must: If children find it difficult to complete the different challenges, simplify them.          Should: Roll the dice and choose a spelling and follow the challenge.          Could: Think of your own words to add to the spinner.</p>
Science	<p>L.O: Explore the part that flowers play in the life cycle of flowering plants.          W.S: Record findings using simple scientific language and labelled diagrams.  <b><u>Useful links:</u></b>  <a href="https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-the-anatomy-of-the-flower/zjmhkmn">https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-the-anatomy-of-the-flower/zjmhkmn</a></p>	<p>Task: Look closely at a flowering plant and label the parts of the plant that play a part in the life cycle of a plant.  <b>Must:</b> Name and label the different parts of a flower.  <b>Should:</b> Name and label the different parts of a flower and explain their role in pollination and fertilisation.  <b>Could:</b> Suggest why pollination might vary from one plant to another.</p>
Geography	<p><b>LO: To explore how plants survive in extreme environments.</b></p> <p><b><u>Useful links:</u></b></p>	<p><b>Task: Answer the Questions</b></p> <p><b>Must:</b> Find answers to a couple of questions  <b>Should:</b> On worksheet 3A, find answers to each of the questions the botanist has asked.  <b>Could:</b> On worksheet 3B, children to think of five questions the botanist might want to know, and then find the answers.</p>