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| **Remote Education** – **Spring Topic – Invasion, Diversity and Love** | | |
| **YEAR 3** Week beginning 1st February – Work for Monday - Friday | | |
| Learning | | Activities |
| ENGLISH | |  | | --- | | * To use imperative verbs * To write an instructional piece. * To use adverbs to add extra information. * To perform aloud using intonation and inflection. * To read for pleasure.              * To learn about homophones. * To write lists. * To use adverbs. * To use verbs. |  * **To read, respond, retrieve and infer information.** | |  | | --- | | Remember to join our class Teams session on Mondays to Thursdays at 11.30.  Below are some additional sessions to continue to develop your English skills.    Look at pages 16 and 17 of your Unicorns Uncovered English booklet. There is a recipe on page 16. Can you read it and highlight any key features of instructions? Watch the video clip below to help you with this.  [The Facts About Non-Fiction - BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-literacy-text-types-the-facts-about-non-fiction/zbxry9q)    Page 17 has examples of the features. Think of a recipe that you would like to write from one of the examples in the list on the page.  Choose appropriate words that will help you to write your own recipe.    Look again at p16. Make sure that you follow the layout that Jo Pearce has used when writing the instructions. Write your own version of the set of instructions.    You could use tea staining to make it look like an ancient mythical recipe. [How to Stain Paper with Tea Bags - Bing video](https://www.bing.com/videos/search?q=tea+staining+paper+explanation&adlt=strict&view=detail&mid=5ED2A65FC0FD2A13B3715ED2A65FC0FD2A13B371&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dtea%2520staining%2520paper%2520explanation%26qs%3Dn%26form%3DQBVR%26sp%3D-1%26pq%3Dtea%2520staining%2520explanation%26sc%3D0-24%26sk%3D%26cvid%3D778CD3FBEC0A46CFBAC8C40B27FBDDD4)    HEALTH AND SAFETY WARNING: Ask an adult’s permission so that you don’t burn your skin with the hot water.      Key Stage 2 English Grammar, Punctuation and Spelling  Please only complete the pages identified.    This week your spelling rule is to learn more common homophones (set 11). Remember that homophones are words that sound alike but have a different spelling and meaning.) If you did not complete p94 in your grammar book, please do so.    [Word list activities: Year 3 homophones (spellzone.com)](https://www.spellzone.com/word_lists/list-164167.htm)  [Homophones Game 1 | EnglishClub](https://www.englishclub.com/esl-games/pronunciation/matching-homophones-e-1.htm)    P46 Writing list  P8 Verbs  P10 Adverbs  Capital Letters and Full Stops 38    KS2 English Comprehension  Please only complete the pages identified.  P 20 An Interview with Rebecca Adlington  P 16 Robotic Baby Penguin |   **YOU MUST ALSO READ ON BUG CLUB AT LEAST 3 TIMES A WEEK. I will be checking to see who has done so and they will receive 5 dojos per book read.** |
| MATHEMATICS | * Make and use right-angled turns, and use the four compass points. * Compare angles. * Add and subtract a three digit number mentally. | Follow the link below and click ‘Summer term – Week 9’. Watch lessons 1 and 2 to learn more about right angles in shapes and comparing angles.  <https://whiterosemaths.com/homelearning/summer-archive/year-3/>  Follow the links below to learn about some effective mental maths strategies on addition and subtraction.  <https://www.bbc.co.uk/bitesize/topics/zy2mn39/articles/zyhdfcw>  <https://www.bbc.co.uk/teach/supermovers/ks2-maths-mental-addition-&-subtraction/zj9pwty>  KS2 Maths  Please only complete the pages identified  Page 50 and 51 – Angles and lines  Page 18 – Mental addition  Page 19 – Mental subtraction  You should access TTRS or Hit The Button at least 5 times per week. Choose the times tables that you are least confident with and practise. Can you beat your score? Can you answer more questions in 60 seconds every time?  <https://www.topmarks.co.uk/maths-games/hit-the-button>  There are more fun times tables games on:  <https://mathsframe.co.uk/en/resources/category/7/multiplication-and-division> My favourite is Marlon’s Magical Maths. Choose a new game to play this week. |
|  | **Learning** | **Activities** |
| SCIENCE | **Children should learn:**  Find out why magnetic materials are useful  Consolidate our learning on magnets | Watch this Oak Academy lesson:  <https://classroom.thenational.academy/lessons/what-are-some-uses-of-magnetic-materials-60u64r>  Watch these videos:  <https://www.bbc.co.uk/bitesize/clips/z94g9j6>  <https://www.bbc.co.uk/bitesize/clips/zcntsbk>  Make your own poster explaining why magnetic materials are useful today – you can include any facts or information you have learned about magnets this half-term! |
| RE | Think about the changes needed to make the world a better place | Think about what kind of world you would like to see. Make a list of these things.  E.g. Everyone has a place to live, everyone is honest, etc.  Next, make a list of the way the world is now.  Answer these questions: What actions can we take to make the world like your ideal world? How do you think acting like Jesus would bring about a better world? |
| HISTORY | Research how the Romans protects their empire in England | * Have a look at some pictures of Hadrian’s Wall on google – have you heard of it? Have you been there before? * Compare this old Roman map: <https://www.ancient.eu/image/575/map-of-roman-britain-150-ad/> with this map of the UK today: <https://geology.com/world/united-kingdom-satellite-image.shtml> * Can you spot any differences? * Watch these videos:   + <https://www.bbc.co.uk/bitesize/clips/zhq76sg> <https://www.bbc.co.uk/bitesize/clips/z2nfb9q> * The Romans built obstacles before their walls for extra protection e.g. a moat, brushwood barriers and sharpened wooden stakes that stuck out of the wall! * **Design you own Roman wall, showing obstacles to keep out other tribes.** * **Answer the question: How successful was this strategy of protection?** |
| COMPUTNG | Create an animated, interactive game using sequences and events.  Identify actions that correlate to input events. | Coding   * Follow the instructions on your card:   + Go to: <https://studio.code.org/sections/MHZJQJ> or <https://studio.code.org/join>   + Type in the code **MHZJQJ**   + Select your name.   + Choose your secret picture (shown on your provided log in card in pack) * Complete lesson 7. |
| PE | Practise football skills | What you need: Football/tennis ball/rolled up socks!  Level 1 – Bounce the ball onto your thigh and catch it.  Level 2 – Bounce the ball onto one thigh then the other and catch it.  Level 3 – Bounce the ball onto both thighs then a food and catch it.  Level 4 – Bounce the ball onto both thighs, both feet, then catch it!  Yoga  <https://www.youtube.com/watch?v=02E1468SdHg>  **Make sure you get some fresh air every day!** |
| Geography | The key buildings in Rome  Use grid references | Watch this video and read the information on the same page:  <https://www.bbc.co.uk/bitesize/topics/z27gf82/articles/zdvjjhv>  Take a look at these famous landmarks in Rome:  <https://www.rome.net/map>  Have a look at this map with grid references on it:  <https://www.orangesmile.com/travelguide/rome/high-resolution-maps.htm>  See if you can find and write down the grid references of the famous landmarks of Rome. |
|  | **Remember to try and exercise daily in the**  **house or your garden.** | |

\*See also topic leaflet sent home at the beginning of term.