

Blended Remote Learning Pack 1 – YEAR 3

14/01/2021



This pack contains daily lessons for your child to complete from Thursday 14th – Friday 22nd January.

Mornings – English and Maths as well as phonics.

Afternoons – choose activities corresponding to a foundation subject – see the last page for lessons

All children are expected to be engaged in learning **for at least 4 hours a day**.

Finally, please note ALL objectives to the lessons mirror those that are occurring in school. Therefore, children are expected to complete these lessons so as not to fall behind.

This Blended Pack is designed to ensure that ALL children are covering the same knowledge and skills as others in their year group.

Contents of the Blended Remote Learning Pack 2

Daily Lesson Overview – these lessons could be supported with uploaded PowerPoints to Google Classroom or attached print outs – worksheets, presentation slides etc. Please make sure you look at the resources required and cross reference the correct ones.

Afternoon Foundation Subject Lessons – this sheet contains ideas for learning in the afternoons – children will choose from this sheet when not directed.



We would recommend finishing each day with some physical exercise in your garden, lounge or wherever grown-ups think it is safe. Combine this with reading a story at bedtime and you have had a very full school day.



Don't forget to keep reading and taking **AR quizzes**. The teachers can see how you are doing in your quizzes.



Remember to use **Oxford Reading Buddy**. Your login details are on your digital card.

<https://www.oxfordreadingbuddy.com/uk>

All children should complete at least 20-30 minutes of reading each day.





CLASS **3HA** and **3MSN**

Daily Overview of Learning – Thursday 14th January

Time	Subject	Objective	Task to complete	Resources Required
9:00 – 9:15	Google Meet	Explore Google Classroom	Please use this morning slot to log in to Google Classroom. Ask an adult for help with this. Can you leave a message on Google Classroom to let me know you were able to log on?	Access to the internet
9:15 – 10:15	English	To identify the features of a balanced argument.	Read the balanced argument called “Should homework be banned?” Answer these questions: <ul style="list-style-type: none"> • What is the writer arguing about? • What reasons do they give FOR? (Yes it should be banned). • What reasons do they give AGAINST? (No it should not be banned). • What is their conclusion (what do they think?). 	English Lesson 1 – Support Slide Sheet titled “Should Homework Be Banned?”
10:15 – 10:30	Reading	To identify different types of punctuation	Read the pages from The King Who Banned The Dark from Pack 1. What different examples of punctuation can you find? Why do you think the author chose it? Can you use it in own sentences?	Book of your choice.
SNACK BREAK				
10:45 – 11:45	Maths	To explore multiplication using arrays	This lesson will be supported via a GOOGLE MEET INTRODUCTION at 9:00 Children will complete the number problems on the resource sheet provided. Answers are on the reverse for marking.	Maths Lesson 3 support slide – Worksheet 3 – Big Question and Task1
After Lunch children move to the traditional Home Learning Pack Sheet and choose an activity from the subjects provided. Please choose a different activity every day, unless this is a larger scale project.				

Daily Overview of Learning – Friday 15th January

Time	Subject	Objective	Task to complete	Resources Required
9:00 – 9:15	Google Meet	Check in for the day	Outline of lessons for the day. Summary of resources for each lesson. Teachers tell class when they will check message board/forum and/or conduct any supported lessons through Google meet.	<u>Access to the internet.</u>
9:15 – 10:15	English	To identify the features of a balanced argument.	Read the balanced argument called “Should Homework Be Banned?” again. Read paragraphs 2-5 carefully and write down if they are either for or against and how you know this. Use the worksheet – the first one has been done for you.	English Lesson 21 – Support Slide an example from teacher and sentence starters. Lesson 2 Worksheet
10:15 – 10:30	Reading	To discuss the vocabulary.	Read the pages from The King Who Banned The Dark from Pack 1. Find 3 words that you don’t know the meaning of. Find out what they mean and use them in own sentences.	Book of your choice.
SNACK BREAK				
10:45 – 11:45	Maths	To explore multiplication using arrays	This lesson will be supported via a GOOGLE MEET INTRODUCTION at 9:00 Children will complete the number problems on the resource sheet provided. Answers are on the reverse for marking.	Maths Lesson 3 support slide – Worksheet 3 –Task2 and Task 3
After Lunch children move to the traditional Home Learning Pack Sheet and choose an activity from the subjects provided. Please choose a different activity every day, unless this is a larger scale project.				

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Daily Overview of Learning – Monday 18th January

Time	Subject	Objective	Task to complete	Resources Required
9:00 – 9:15	Google Meet	Check in for the day	Outline of lessons for the day. Summary of resources for each lesson. Teachers tell class when they will check message board/forum and/or conduct any supported lessons through Google meet.	
9:15 – 10:15	English	To identify the features of a balanced argument and give opinions. inference skills to make predictions	Read the balanced argument called “Should Children Be Allowed to Own Pets?”. Create 5 key prediction sentences about what the book is likely to be about. What is your opinion? Should children be allowed to own pets or not? Explain your reasons in a couple of sentences. You must comment on genre and use evidence to support your answers. Write this in your Home Learning Book (provided in pack 1)	English Lesson 31 – Support Slide Sheet titled “Should Children Be Allowed to Own Pets?”
10:15 – 10:30	Reading	To make inferences	Read the pages from The King Who Banned The Dark from Pack 1. Find the part where it says: ‘The sky went dark. The king shuddered.’. How was the king feeling? How do you know? Why do you think he’s feeling this way?	Book of your choice.
SNACK BREAK				
10:45 – 11:45	Maths	To solve multiplication calculations within the two times tables.	This lesson will be supported via a GOOGLE MEET INTRODUCTION at 9:00. Children will complete the number problems on the resource sheet provided. Answers are on the reverse for marking.	Maths Lesson 4 support slide – Worksheet 4 Big Question and Task 1
After Lunch children move to the traditional Home Learning Pack Sheet and choose an activity from the subjects provided. Please choose a different activity every day, unless this is a larger scale project.				

Daily Overview of Learning – Tuesday 19th January

Time	Subject	Objective	Task to complete	Resources Required
9:00 – 9:15	Google Meet	Check in for the day	Outline of lessons for the day. Summary of resources for each lesson. Teachers tell class when they will check message board/forum and/or conduct any supported lessons through Google meet.	
9:15 – 10:15	English	To understand how evidence can support statements.	Read the explanation on English Support Slide lesson 4. There is an example paragraph underlined. The first sentence is a reason, the rest of the paragraph is evidence. Underline paragraphs 3, 4, 5 and 6 to show which sentence is the reason and which sentences are the evidence.	English Lesson 4 – Support Slide Sheet titled “Should Children Be Allowed to Own Pets?”
10:15 – 10:30	Reading	To make links between the text and the real-life experience.	Read the pages from The King Who Banned The Dark from Pack 1. Look at the last page. What was that the people almost lost? Why do you think they are celebrating? What do you celebrate?	A book of your choice.
SNACK BREAK				
10:45 – 11:45	Maths	To solve multiplication calculations within the two times tables.	This lesson will be supported via a GOOGLE MEET INTRODUCTION at 9:00 Children will complete the number problems on the resource sheet provided. Answers are on the reverse for marking.	Maths Lesson 4 support slide – Worksheet 4: Task 2 and Task 3
After Lunch children move to the traditional Home Learning Pack Sheet and choose an activity from the subjects provided. Please choose a different activity every day, unless this is a larger scale project.				

Daily Overview of Learning – Wednesday 20th January

Time	Subject	Objective	Task to complete	Resources Required
9:00 – 9:15	Google Meet	Check in for the day	Outline of lessons for the day. Summary of resources for each lesson. Teachers tell class when they will check message board/forum and/or conduct any supported lessons through Google meet.	
9:15 – 10:15	English	To support reasons with evidence	On Friday we will be writing a balanced argument for “Should The Dark Be Banned?” Today, I would like you to decide on: 2 reasons why the dark SHOULD be banned. 2 reasons why the dark SHOULD NOT be banned. Write them out as a reason and then come up with some sentences to explain the reason. Use support slide for lesson 5 to see my examples – you can use some of these ideas to support your own.	English Lesson 5 – Support Slide. Sheet titled “Should Children Be Allowed to Own Pets?” Sheet titled “Should Homework Be Banned?”
10:15 – 10:30	Reading	To summarise a story	Read the pages from The King Who Banned The Dark from Pack 1. Then, write down what happened in a few sentences.	Book of your choice.
SNACK BREAK				
10:45 – 11:45	Maths	REVISION: to solve multiplication problems	This lesson will be supported via a GOOGLE MEET INTRODUCTION at 9:00. Children will complete the number problems on My Maths.	My Maths
After Lunch children move to the traditional Home Learning Pack Sheet and choose an activity from the subjects provided. Please choose a different activity every day, unless this is a larger scale project.				

Daily Overview of Learning – Thursday 21st January

Time	Subject	Objective	Task to complete	Resources Required
9:00 – 9:15	Google Meet	Check in for the day	Outline of lessons for the day. Summary of resources for each lesson. Teachers tell class when they will check message board/forum and/or conduct any supported lessons through Google meet.	
9:15 – 10:15	English	To use the structure of a given text to inform my own writing.	Read the opening paragraphs of both arguments you have been given, “Should Homework Be Banned?” and “Should Children Be Allowed to Own Pets?”. Now try to write your own opening paragraph in a similar way for your argument, “Should The Dark Be Banned?”. Next, read the conclusions. In this paragraph, you should write in first person – this means using the pronouns I, my, mine, me etc. Can you write your own conclusion for your balanced argument? What do you think? “In my opinion, the dark should be banned because...” “In conclusion, I think the dark should not be banned because...”	English Lesson 6 – Support Slide
10:15 – 10:30	Reading	To identify spelling patterns	Read the pages from The King Who Banned The Dark from Pack 1. Can you find any words with this week’s spelling pattern (al, all)? What are they? Practise their spelling.	Book of your choice.
SNACK BREAK				
10:45 – 11:45	Maths	To solve multiplication calculations within the five times tables.	This lesson will be supported via a GOOGLE MEET INTRODUCTION at 9:00 Children will complete the number problems on the resource sheet provided. Answers are on the reverse for marking.	Maths Lesson 5 support slide – Worksheet 5: Big Question and Task 1
After Lunch children move to the traditional Home Learning Pack Sheet and choose an activity from the subjects provided. Please choose a different activity every day, unless this is a larger scale project.				

Daily Overview of Learning – Friday 22nd January

Time	Subject	Objective	Task to complete	Resources Required
9:00 – 9:15	Google Meet	Check in for the day	Outline of lessons for the day. Summary of resources for each lesson. Teachers tell class when they will check message board/forum and/or conduct any supported lessons through Google meet.	
9:15 – 10:15	English	To use the key features of a balanced argument.	Write up your balanced argument! Use support slides for lesson 7 to help you.	English Lesson 7 – Support Slides – Lined paper to write up neatly.
10:15 – 10:30	Reading	To design the book cover	Read the pages from The King Who Banned The Dark from Pack 1. What do you think the front cover would look like? Design a book cover for this story.	Book of your choice.
SNACK BREAK				
10:45 – 11:45	Maths	To solve multiplication calculations within the five times tables.	This lesson will be supported via a GOOGLE MEET INTRODUCTION at 9:00 Children will complete the number problems on the resource sheet provided. Answers are on the reverse for marking.	Maths Lesson 5 support slide – Worksheet 5: Task 2 and Task 3
After Lunch children move to the traditional Home Learning Pack Sheet and choose an activity from the subjects provided. Please choose a different activity every day, unless this is a larger scale project.				

YEAR 3X —TEACHER INSET
FOUNDATION SUBJECT LESSONS

These lessons are designed for the afternoon sessions. On occasions Teachers may direct children to specific tasks that will have extra support resources etc.

GEOGRAPHY 1

LO: to describe the seasons in the Arctic and make comparisons with the seasons we experience in the United Kingdom.

TASK – Recommended Time: 1hour

Use books and the internet to research the climate in the Arctic and in the UK. What are the seasons? How many are there? How many hours in a day? Where is the Arctic Circle? What is the climate like there? Explore the similarities and differences between the seasons we experience and the seasons the Arctic experiences: they only have summer and winter.

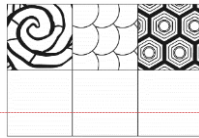
ART

OBJECTIVE MUST BE HERE LO: to practise drawing outlines using pencil.

TASK – Recommended Time: 45 Mins 1hour

Copy the patterns on the worksheet. Remember about careful observation and control of the pencil. Try to look at the pattern for 9 seconds and then draw it.

Can you create own patterns?



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Maths

OBJECTIVE MUST BE HERE LO: to recall the multiplication and division facts for the times tables

TASK: Rec. Time: 20 Mins

Please practise all the times tables you have been taught so far, including the 2,3,4,5,8, and 10 times tables. You may use TTRockstars for this! Don't forget you can challenge each other (and your teachers!) on TTRockstars!! TTROCKSTAR BOX?? Remember, you can still practise your times tables facts on paper or out loud – why don't you teach a family member how to



EXTRA PHONICS

To spell words with the 'all' and 'al' grapheme. For example: small, always, hospital. How many different words with these graphemes can you find in your books? Can you spell them correctly?

TASK – 15 Mins Daily

Useful links:

- www.phonicsplay.co.uk
- www.topmarks.co.uk
- www.phonicsbloom.com
- www.familylearning.org.uk
- Song of Sounds 3 - YouTube

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Year 2 – Wolf: Friend or Foe?3 – Are You Afraid of the Dark?

SCIENCE

LO: to explore how certain surfaces reflect light.

TASK 1

Purple Mash: Reflection and surfaces. Choose three pictures. Think about the properties of each object or surface. Do the surfaces absorb or reflect light?

Time: 30 Mins

TASK 2:

Find one object with the smooth surface and one with a rough surface. Shine the torch at the material you are testing. If the material reflects light well, you will see the reflected light shine through the white card and light it up.

Discuss what you found out. What type of surface reflects light better? Why?

GEOGRAPHY 2

OBJECTIVE MUST BE HERE

LO: to describe the seasons in the Arctic and make comparisons with the seasons we experience in the United Kingdom.

TASK: Recommended time: 1 Hour

Write a diary entry as a child living in the Arctic – what is it like being light/dark all the time? (please list any support resources you are providing re sheets etc.)



Computing – PURPLE MASH

OBJECTIVE MUST BE HERE

TASK LO: to design, write and debug programs that accomplish specific goals.

Using PurpleMash, carry on with the "Fun with Fish" task which has been set for you. This is a coding program which will teach you how to use simple code to make the fish move. Follow the instructions carefully and watch the introductory video which will appear when you start the task – do not skip this video, it will help you!

(please list any support resources you are providing re sheets etc.) You will need access to a computer for this task, and your Purple Mash login.

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