

Blended Remote Learning Pack 6 – YEAR 3

22/02/2021



We are now reducing the packs as the tasks are now all online. However, if you do want a paper copy of the activities, please request it IN ADVANCE so we know how many to print, as we are trying to reduce our printing.

This pack contains daily lessons for your child to complete from Monday 22nd – Friday 26th February
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 3

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**.



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	LO: to discuss the choice of vocabulary	Look at the picture and read the beginning of the story. How does it make you feel? Which words create these feelings? Why do you think the author chose those particular words? Choose 10 words that you think are most powerful and that contribute to creating the atmosphere of this story. Explain what these words mean. Find their synonyms. Use these words in your own sentences.	Monday slides
10:15 – 10:30	Reading	LO: To make predictions about the text by interpreting and explaining the techniques used to design the front cover.	Look at the front cover. From the cover, what do you think this text is going to be about? What do you think about the mood of this story? What makes you think that? How does this illustration make you feel? Explain.	Guided Reading slides Photocopy of the book in Blended Learning Pack.
SNACK BREAK				
10:45 – 11:45	Maths	To understand and explore multiples of 8.	This lesson will be supported via a GOOGLE MEET INTRODUCTION at 9:15 Children will complete the number problems on the resource sheet provided. Answers are on the reverse for marking.	Maths Lesson 17 See Teaching Slides/Lesson video and worksheets
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 23th February

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.	Access to the internet.
9:15 – 10:15	English	LO: to use expanded noun phrases in a setting description.	If you were Lucy, would you investigate the tower or go back home? Imagine what one of the rooms inside the tower looks like. Draw and write down what you have imagined. Use the vocabulary that you chose from the text. Add your own synonyms and other ideas. Remember to use expanded noun phrases.	Tuesday slides
10:15 – 10:30	Reading	LO: to find some evidence in the text to support our opinion.	Read chapter 1. Is this a happy story? What does the author say about it? Find evidence in the text to support your answer. Choose 5 new or interesting words from the first chapter. Explain, what they mean. Use these words in new sentences. Why do you think the author chose this particular type of weather? How does it affect the reader? <ul style="list-style-type: none"> • 'This particular morning it was grey and cloudy...' • 'A figure emerging from the fog...' • 'In the distance along the misty shore of Briny Beach...' • "We're alone on the beach..." (Pg. 2 and 4)	Guided Reading slides Photocopy of the book in Blended Learning Pack.
SNACK BREAK				
10:45 – 11:45	Maths	To explore division within the 8 times tables.	This lesson will be supported via a GOOGLE MEET INTRODUCTION at 9:15 Children will complete the number problems on the resource sheet provided. Answers are on the reverse for marking.	Maths Lesson 18 See Teaching Slides/Lesson video and worksheets
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 24th February

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	LO: to use direct speech	Read the text again. What was the crow saying? Who were the others? What do you think may happen next? Look at your work from yesterday. What happened in the room? Did the others come? What did the crow do? What happened? What examples of direct speech can you find in the text? Imagine what happened in the tower, including the girl, the crow and the others. How can you use direct speech to show the conversation that took place? Write a dialog between the characters.	Wednesday Slides Lesson
10:15 – 10:30	Reading	LO: to interpret the meaning of the text.	Read chapter 2 up to page 18. How do you think the children felt about staying at Mr Poe’s house? Find and copy the words that could support your reasoning. What do you think it means? Use text to help you understand the meaning of this sentence. ‘The beds of the Baudelaire orphans had been reduced to charred rubble.’ (Pg. 11) Why do you think Violet felt nervous about leaving Mr Poe’s house? Pg. 17	Guided Reading slides Photocopy of the book in Blended Learning Pack.
SNACK BREAK				
10:45 – 11:45	Maths	REVISION: to solve multiplication and division problems INDEPENDENT TASK	This lesson will be supported via a GOOGLE MEET INTRODUCTION at 9:15. Children will complete the number problems on My Maths. This task should be done <u>without</u> any support. We would like to see what you can do by yourself.	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 25th February

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/	LO: to extend sentences with subordinate conjunctions.	Look at the lesson from before half term about subordinate conjunctions. Now, look at the lesson from yesterday and from Tuesday. Today, we are going to continue the story about Lucy in the forbidden tower. Use what you created so far including the setting description and the speech. Think of how can you use it to continue the story. Extend your sentences by using subordinate conjunctions. <i>'The crow watched as she left, and smiled. A wicked, cruel smile accompanied by a cackling laugh. "Silly, silly girl" it squawked. "I must tell the others she is coming." The crow took off into the night..'</i>	Thursday Slides
10:15 – 10:30	Reading	LO: to discuss the author's choice of vocabulary.	Read pages 18-23. Why do you think the author chose to portray these two houses in a contrasting way? What do you think it says about their owners? <i>'The children looked from the well-scrubbed house of Justice Strauss to the dilapidated one next door.'</i> (Pg. 18) What does Count Olaf look like? Find and copy words that are used to describe him. Pg. 22 What do you think the word 'humble' means? 'I realise that my humble home isn't as fancy as the Baudelaire mansion, but perhaps with a bit of your money we could fix it up a little nicer.' Pg. 23	Guided Reading slides Photocopy of the book in Blended Learning Pack.
SNACK BREAK				
10:45 – 11:45	Maths	To apply multiplication and division facts within the 2, 4 and 8 times tables.	This lesson will be supported via a GOOGLE MEET INTRODUCTION at 9:15 Children will complete the number problems on the resource sheet provided. Answers are on the reverse for marking.	Maths Lesson 19 See Teaching Slides/Lesson video and worksheets
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 26th February

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	LO: to edit work and justify the choice of vocabulary.	Read your amazing story from yesterday. Read it carefully, checking if each sentence makes sense. You may add missing full stops and capital letters. Check direct speech. Did you remember to follow the punctuation rules? Are all of your sentences statements? Try to edit your work so you have examples of question, command and exclamation. It's time to check your spelling. Most of the words should be easy to check. Remember our spelling rules. For more adventurous vocabulary, you may use a dictionary or the internet. Check if you have examples of sentences with subordinate conjunctions? You may edit some sentences by extending them. Do you have enough expanded noun phrases? Can they be improved by more powerful vocabulary? What about the past tense? Remember, the story has already happened. While the dialog may be written in present tense, the narration should consist of past tense. Use the success criteria grid for support.	Friday Slides
10:15 – 10:30	Reading	LO: to explain own interpretation of the text and to make predictions.	Read pages 23-25. How do you think Count Olaf felt after finding out that he cannot use the Baudelaire's money? Why do you think he felt this way? Pg. 23 What do you think of Count Olaf so far? Do you think the children will be happy in his house? What do you think will happen next?	Guided Reading slides Photocopy of the book in Blended Learning Pack.
SNACK BREAK				
10:45 – 11:45	Maths	To apply multiplication and division facts within the 2, 4 and 8 times tables.	This lesson will be supported via a GOOGLE MEET INTRODUCTION at 9:15 Children will complete the number problems on the resource sheet provided. Answers are on the reverse for marking.	Maths Lesson 20 See Teaching Slides/Lesson video and worksheets
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.				

INDEPENDENT TASK



These tasks should be done without any help from your grownups.



This is how we do it in school.



We want to see how well you are doing as we know you have been working so hard at home!



Spelling Time



Wednesday's sessions on My Maths should be done independently.

Try to solve the tasks on My Maths without any help.

First, watch the lesson and then, solve the tasks.

Practise this week's spelling patterns. You may try to 'Look, Cover, Write, Check'. Try to invite your family to a spelling competition.

Visit www.pobble365.com

Choose any picture from this week's collection. Read the instructions. I wonder how the story unfolds...

YEAR 3

FOUNDATION SUBJECT LESSONS

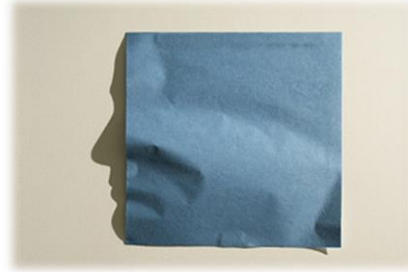
These lessons are designed for the afternoon sessions. On occasions Teachers may direct children to specific tasks that will have extra support resources etc.

ART

LO: explore shadows and the relationship between line and shape, tone, form and space.

TASK- Recommended time: 2hrs.

Research facts about the artist Kumi Yamashita and her artwork. Use a piece of paper. What shadows and forms can you create?



Computing – PURPLE MASH

LO: To practice the keys typed with the right hand.

Task- Recommended time: 30 – 45 mins

Using PurpleMash, we will continue to practise our typing skills. This week, follow the activities set up for you on Purple Mash.



EXTRA PHONICS

Sing our 'Song of Sounds 3'. Read a book of your choice. How many words with the phase 3 spelling rules can you find? What are they? Practise your spelling. You may even test your family.



Year 3 – Are You Afraid of the Dark?

SCIENCE

LO: to investigate how different animals need different types of food.

TASK 1 - Recommended time: 1hour

What types of things need food? How do living things get their food? How do animals and humans get their food? How do plants get their food? Why do we need food? What might happen to humans over time if they did not eat? What are the different types of food that we need? Do all animals require the same types of food? What animals might eat the same type of food?

Use the internet or books to research dietary needs of some animals e.g. <http://diet.yukozimo.com/>



SCIENCE

LO: to investigate how different animals need different types of food.

TASK 2 - Recommended time: 45 mins

Use a paper plate. If you don't have a paper plate, you may draw one on a piece of paper.

After researching the types of food of an animal, you could show the quantity of these types of food that make up the chosen animals' diet.

