

Hello Lions and Tigers!

Thank you for all the lovely work that you are doing and sharing with us. It is great to see how creative you all are. We really want you to know that even though we can't be there with you, we are thinking of you all the time. We have tried to put together another week of fun learning activities for you to do. Remember that any learning is good learning. We have been so impressed to see how many skills you have been learning while you are at home. We have seen woodwork, cooking, sewing, crafting, measuring, learning to ride a bike and so many more. Keep up the good work Year 3!

One family have had great fun following along to the painting tutorials on "The Cheese and Wine Club" on facebook - do check it out, the livestream is on Fridays, and it's good for all the family!

	Monday	Tuesday	Wednesday	Thursday	Friday
0900	<p>Guided Reading -How did you get on with your own personal reading challenge last week? If you would like to, feel free to carry it on or set yourself a new challenge.</p> <p>This week we are going to be thinking about inference. This is what people mean when they say, "Can you read between the lines?" It is all about understanding the story and characters by thinking about what is going on, what the characters are saying or not saying and by how they are behaving. It is quite a tricky skill to develop, but as ever, we know you are up to the challenge!</p> <p>Today - watch these videos to learn about what inference is:</p> <p>Inference video 1 Inference video 2 inference video 3 Inference video 4</p>	<p>Guided Reading - Watch this video - we think you will really laugh when you watch it. Pixar movie - For the Birds</p> <p>There is no talking in this film and yet, we bet you can tell us exactly what the birds are thinking, feeling and why they are behaving that way. This is because you have used inference - clues from what you see and experiences from your own life to tell you what is happening.</p> <p>Tell someone in your family all the information you have inferred from this video. Give reasons for your ideas and your thoughts.</p>	<p>Guided Reading - Another great move to watch and discuss. Pigeon Impossible</p> <p>Again, there are no words to give you clues about the story, but there is so much going on and so many things you can spot. What is it that the pigeon really wants? How is it he gets in to so much trouble? Do you think he knows what he is doing? What can you tell me about the man? Why does he behave like this? What do you think he is thinking about? From the ending, what can you tell about his character?</p>	<p>Guided Reading - Watch this video today. The Present</p> <p>There is some talking today, so make sure you listen not only to what the characters say but how they say it. What is the relationship between the mother and her son? When the boy talks to his mother, what does his tone of voice tell you about his mood and how he is feeling? Why does the boy's feeling to the present change so quickly? How do you think he is feeling? Why? How does the boy's attitude towards the present change over time? Why do you think the mother chose this particular present for her son? How do you think the relationship between the</p>	<p>Guided Reading - No video today because we would like you to apply the skills that you have been learning this week to your reading. Choose a chapter from your book, read it and think about what extra things you can learn about the characters by 'reading between the lines'. Consider how the author has described their actions and chosen what and how they speak. Think about how you would be in their situation.</p> <p>Share your thoughts and ideas with your family or send Miss Hunt or Mrs Wogan a message.</p> <p>Did you set yourself a reading challenge this week? How did you get on? Let us know.</p>

				mother and son might change?	
0920	<p>English</p> <p>Today, we will be following on from our work last week. Hopefully you are all now experts using a “sentence of “, and you all now have the facts for your 3 sea creatures that you want to write about later this week.</p> <p>Today you are going to plan your factfile by making a little mind-map for each of your 3 sea creatures. We recommend sticking a photo (or drawing a picture) of your sea creature in the middle of an A4/A5 piece of paper, and noting down a few “sentences of 3” for each of your 3 creatures. This will really help you later on in the week.</p>	<p>English</p> <p>Over the next 3 days, you will be creating your own factfile with the information about the 3 sea creatures that you researched. You may want to do this in many ways – powerpoint/poster/written fact file – it’s your chance to be creative with your writing! Remember to include sentences of 3 in your work though, and lots of your facts from last week!</p> <p>We recommend completing your factfile over the next 3 days, writing about 1 sea creature a day. You may want to include some bullet points in your factfile, although most of it will be written in full sentences.</p> <p>You may also want to spend some time looking at published fact books to see how they are laid out – with pictures, fun fonts, backgrounds etc.</p>	<p>English –</p> <p>Please continue your work from yesterday, writing about your next under the sea creature. Remember to include those “sentences of 3” as well as other descriptive techniques that you have been learning about!</p>	<p>English –</p> <p>Please finish your work from the last two days today – hopefully by the end of the lesson, you would have come up with a fantastic non-chronological report! When you’re done, please email it to Miss Hunt or Mrs Wogan.</p>	<p>English –</p> <p>Have a watch of this Newsround Clip: newsround</p> <p>As you’re watching, think about what it would have felt like to be a scientist on that boat – how would you have felt to find all those fantastic species of plant and animal? What would you most like to tell people back home about your discoveries? How did you find life on the boat? Imagine you are a scientist who is being interviewed by the BBC – film yourself (presenting to be a scientist aboard the ship) explaining what you did, why you needed to go and research the animals on the ocean floor, what you learned and what you would like to tell others about your discoveries.</p> <p>Email Miss Hunt or Mrs Wogan with your video (if the internet can’t handle it, then that’s okay!)</p>
1015	Collective worship – Watch Collective Worship from Miss White or Mr Burkinshaw.	Collective worship – Watch Collective Worship from Miss White or Mr Burkinshaw.	Collective Worship – Watch Collective Worship from Miss White or Mr Burkinshaw.	Collective Worship – Watch Collective Worship from Miss White or Mr Burkinshaw.	Collective Worship – Watch Collective Worship from Miss White or Mr Burkinshaw.
1030	Break	Break	Break	Break	Break
1100	Maths – Today we’re thinking about solving problems using	Maths – Today, to warm up your brains, we have another	Maths – Today you will be using the “greater than, less	Maths – Today we will be thinking about calendars	Maths – Today we are thinking about months of the

	<p>number lines to measure how long an activity takes. We have saved for you a sheets that has our daily timetable on from school. Can you answer the questions? Remember to draw a number line for each question...don't just work it out in your head!</p> <p>If you're feeling quite confident, please do the purple questions, and if you're feeling very confident, then please do the green questions!</p>	<p>reasoning question – remember to answer in full sentences, giving as much detail as you can and showing off how much you know about time!</p> <p>After that, please work out whether the statements on the sheet are true or false. Please remember to do a number line to show your working out!</p> <p>If you have time at the end, think of your own “true or false” statement and ask someone in your family to answer it!</p>	<p>than, equal to” symbols (>, <+, and =) to compare different lengths of time. Start by watching this song on YouTube to remind yourself of the different symbols: Symbols</p> <p>Although it's not the mathematically correct language, it's useful to think about a crocodile eating the bigger number!</p> <p>Start with the red questions today, and then if you feel confident, try the green ones, and then the blue ones which are the most challenging!</p> <p>Start by working out how long each duration of time is, using the number line under the question, then in the gap between the two times that are next to each other, drawing the greater than, less than, equal to sign (>, <, =) to show which time is longer in duration.</p> <p>Email a photo of your work to Miss Hunt or Mrs Wogan.</p>	<p>and days of the week. To warm up your brains, recite the days of the week – forwards...and then backwards! Next, have a go at the starter activity, which involves putting the language associated with the different times of day in different columns.</p> <p>Then, if your adult is helping you, then they may want to explain how a calendar works, but if you're working independently, then watch this video: calendar Sorry – it's not the most interesting video, but it was the best we could find!</p> <p>After that, We have also saved 3 sheets for you, to help you practice reading a calendar. They are marked 'easier', 'middle' and 'challenging' so take your pick according to how confident you feel!</p>	<p>year. There are two ways to learn how many days are in each month of the year. Have a watch of this rap, and try and learn it! months of the year rap</p> <p>Then log on to Education City and watch the 'learn screen' that teaches you how to remember how many days are in each month using your knuckles. When your confident using either method, have a go at the sheet that is saved, filling in the table for the months of the year. If you really want a challenge, then fold over the top half with the poem on, and try to fill in the table from memory!</p>
1200	Lunch	Lunch	Lunch	Lunch	Lunch
1330	<p>PE – We are really enjoying all the photos you are sending in of your activities and it is great to see you all staying so active. This week we would like you to think about your balance, agility and co-ordination skills.</p>	<p>RE – Today we're going to be thinking about the Sikh place of worship – the Gurdwara. Watch this video: In the Gudwara</p> <p>When you're done, have a go labelling the different parts of the Gurdwara, and then filling in the glossary to</p>	<p>Topic - This week we would like you to think about how we use the sea. This video is a good place to start: The importance of the ocean</p>	<p>Science - Remind yourself about how shadows are formed and what you did last week with your shadow puppets. Here's a video to help you remember: How shadows are formed</p>	<p>Computing - we had a break last week from computing as we wanted to combine topic/science and art, but we are back to our Scratch lesson today. We hope you are enjoying the coding - please send messages to let</p>

<p>This is just as important as being fast and strong. Follow along the video clip from the BBC Balance-agility-coordination-skills and then with your parent's permission set up an obstacle course to practice your skills. Not only is this good for your physical health, it really hones your problem solving skills too!</p> <p>Need a higher level of challenge or don't have room for an obstacle course? Try this instead: Limited space - agility challenge</p> <p>Send in any photos of you in action. Send them in to Miss Hunt or Mrs Wogan.</p>	<p>explain what each word means. Don't worry if there's a few you don't know, you may want to 'google' it if you have time.</p>	<p>You will need to do some research to try and answer these questions: <i>1. Give three ways we can use the sea.</i> <i>2. Give three examples of using the sea for tourism and leisure.</i> <i>3. How is the sea used for energy?</i> <i>Challenge question:</i> <i>4. How is shipping related to ports?</i></p>	<p>This week we would like you to continue exploring shadows and investigate several different things:</p> <ul style="list-style-type: none"> • What happens to the shadow when you change the width of the light beam? • What happens to the shadow when you change the source of light? • What happens to the shadow when you move the light source nearer to the object? <p>You are going to need a torch, a lamp and if your parents will help you, a candle. If you still have your shadow puppet from last week, you could use that, if not, any opaque object will do.</p> <p>See the sheet to see some ideas to help you with this experiment.</p> <p>Please send any photos of your experiments to Miss Hunt or Mrs Wogan.</p> <p>For an extra challenge use the internet to research the terms: opaque, transparent,</p>	<p>us know how you are getting on. This week, the lesson is about making a chase game. You will be choosing a sprite to animate and move around the screen. Go to the Scratch tutorials website: Scratch Tutorials And select the tutorial called Make a Chase Game - it looks</p>  <p>like this: Watch the video tutorial and use the back and forwards arrows to go through step by step and copy their code. Challenge yourself to add extra sprites or to change the speed that your sprite moves. Have fun!</p>
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				translucent, umbra and penumbra. 	
1500	Finish	Finish	Finish	Finish	Finish - Have a lovely weekend.