



Priory Junior School

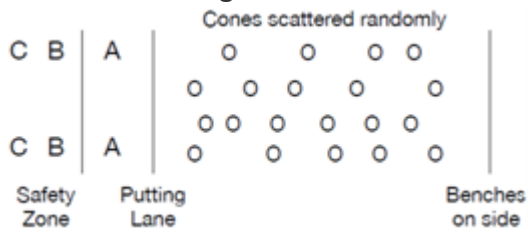
Year Group: 3

Learning Activities for Week Beginning: 01.02.2021

Subject	Activity / Resources				
English	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Reading – Read your book for 15 mins.</p> <p>Guided Reading – Carefully read through the text called 'UG' and then answer the questions on the word detective sheet.</p>	<p>Reading – Read your book for 15 mins.</p> <p>Guided Reading- Re read the text from yesterday and answer the 5 retrieval and 3 inference questions. The first inference question has been modelled to help you. Don't forget to use sentence openers to help structure your answers.</p>	<p>Reading – Read your book for 15 mins</p> <p>Guided Reading- Read the text one more time and then create a character profile for UG. There is an example included to give you some ideas!</p>	<p>Reading – Read your book for 15 mins</p> <p>Grammar – Complete the grammar activity. There is a video link which will give you the instructions.</p>	<p>Reading – Read your book for 15 mins</p> <p>Grammar – Complete the grammar activity. There is a video link which will give you the instructions.</p>
	<p>English – Instruction Texts. Today you will be evaluating the effectiveness of the instruction text: How to wash your wholly mammoth! You will be thinking about the positives and also how the author could further improve their writing.</p>	<p>English- Instruction Texts. Today you are going to be thinking carefully about the key language features of an instruction text. We will start with a game and finish with you colour coding the imperative verbs, adverbs and time conjunctions.</p>	<p>English- Instruction Texts. Today we are going to be focusing on developing our use of time conjunctions to link sentences and show order.</p>	<p>English- Instruction Texts. Today you will thinking about the structural features of instruction texts. Mr S Age needs your help to improve his set of instructions for how to hunt and cook dinner. How could he set the instructions out clearly and make them appear more appealing to the reader?</p>	<p>English- Instruction Texts. Today you will be planning your own set of instructions which we will draft on Monday. It will be time to use our notes on how to make a Neolithic axe from last week to help us.</p>

	Spellings- watch the video on Seesaw and join in.	Spellings- watch the video on Seesaw and join in.	Spellings- watch the video on Seesaw and join in.	Spellings- watch the video on Seesaw and join in.	Spellings- watch the video on Seesaw and join in.
Maths	<p>Monday</p> <p>Fluency – Use Mathletics to complete the activity that has been set for you.</p> <p>Mastery – Today we will be looking at linking pictograms and bar graphs. We will consider how they are similar and different and how we can draw a bar graph using a pictogram.</p> <p>We would like to collect some data to present as a class on Friday. Please add your vote to your class padlet here: EW3 https://padlet.com/ebarto/n87/6uibc4714zqkb477 JE3 https://padlet.com/ebarto/n87/8xn4qszcukl2tigw HW3 https://padlet.com/ebarto/n87/gkmd5wev5rzcevvj</p>	<p>Tuesday</p> <p>Fluency – Use Mathletics to complete the activity that has been set for you.</p> <p>Mastery –Today we will be creating our own pictograms. We will look at what the symbols can mean and how this might change what they look like.</p> <p>Find a time to practise your times tables on Times Tables Rockstars.</p>	<p>Wednesday</p> <p>Fluency – Use Mathletics to complete the activity that has been set for you.</p> <p>Mastery – Today we will be creating another pictogram. This time, we will be looking at larger numbers and consider what difference this makes.</p> <p>Find a time to practise your times tables on Times Tables Rockstars.</p>	<p>Thursday</p> <p>Fluency – Use Mathletics to complete the activity that has been set for you.</p> <p>Mastery – Today we will be answering questions about pictograms. We will also try to infer information based on what we see.</p> <p>Find a time to practise your times tables on Times Tables Rockstars.</p>	<p>Friday</p> <p>Fluency – Use Mathletics to complete the activity that has been set for you.</p> <p>Mastery – Today you are going to put all of your statistics work in to practice! We will use the information you added to padlet to record a tally chart and then present the information in either a bar graph or a pictogram.</p> <p>Find a time to practise your times tables on Times Tables Rockstars.</p>

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Science	<p>This week we are looking at magnetic fields and how the strength of magnet changes the further away you are from it.</p> <p>Visit: https://www.brainpop.com/games/magnethunt/</p> <p>This website provides an excellent explanation of the idea of a magnetic field and the effects it has. Looking at the idea that the closer you are to a magnet the stronger the force. Also explaining how compasses work in relation to magnetism. Then we move onto an incredibly detailed magnetic game. You use magnetic paper, iron filings and compasses to find out where a magnet is buried.</p>				
History	<p>Bronze Age and Iron Age -</p> <p>Watch video about the Bronze Age https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-bronze-age-britain/znrygwx</p> <p>Go through the Bronze Age powerpoint explaining about the changes that took place and why they took place.</p> <p>What facts do you now know about the Bronze Age?</p> <p>Children to complete a mind map of the Bronze Age.</p> <p>What is different in the Bronze Age compared to what life was like in the Stone Age?</p> <p>Complete the Amesbury archer activity. This is an activity where you must take the items found in an excavation and draw the person as they would have looked in the Bronze Age.</p> <p>Recap on the time line from Stone Age to Iron Age Where does the Iron Age come compared to the Stone Age?</p> <p>Go through Iron Age ppt. Discuss picture of life in Iron Age What this tells you about how they lived life in the Iron Age?</p> <p>Complete the zone of inference.</p> <p>What can you see in the picture? Is there anything you are unsure about or don't understand?</p> <p>Children to pretend to be a tour guide explaining the picture that has been created. What are the most interesting parts of the picture? How does part of this picture differ from the Stone Age? How does this differ from nowadays?</p> <p>Would the children like to live in the Iron Age, Why?</p>				
Art	<p>This is where you get to show off everything you have learned so far this half term. You will be creating your own cave wall. You can use your hands to create another template and add this on to your cave wall in different ways, maybe upside down or sideways, get as creative as you like.</p>				

	You could draw animals and paint them using techniques practised. You could draw an animal, cut it as a template and draw several of that animal in your picture.
Music	<p>Log onto Charanga / Yumu.</p> <p>This week try the 'Step 5' activities.</p> <p>~ Listen & Appraise 'Aitutaki Drum Dance.'</p> <p>~ Have a try at the 'Flexible Games'- which one do you prefer and why?</p> <p>~ 'Compose with the Song'- Drag the notes onto the stave (bars). How does your composition sound?</p> <p>~ 'Learn to Sing the Song'- Have a try at singing the song, adding actions as you go along. Can you remember the actions from the other lessons? You could use the 'Signed Song' for ideas.</p>
PE	<p>Gymnastics: Have a look at this new routine:</p> <p>From a lying star shape on front, close and lift into arch shape - Push up to front support and step out a foot into star shape - Close and lower to kneeling up - Step up to stand and step out into a star shape - Close and 4 x releve walk on a chosen pathway</p> <p>The difference now is you move from star shape to straight shape.</p> <p>Now use these ideas of moving from a star shape to a straight shape to make up your own movement pattern idea.</p> <p>Striking and Fielding: You will need an object to throw (ball, rolled up sock) and some targets (old plastic drinks bottles would work well)</p> <p>Create something that looks like this:</p>  <p>Rules:</p> <p>Scatter your targets in an area and throw your object at the targets.</p> <p>You must throw from the same place everytime.</p>

	<p>Every target you hit becomes yours The aim is to collect as many targets as possible. Think about what is more important, speed or accuracy. How can you make your throw more accurate? Make sure you do this in a space which is big enough. If that means you have to reduce the number of targets then do that.</p> <p>Joe Wicks: Select a Joe Wicks workout and follow it.</p>
PSHE	<p>Think about the Stop/Decide/Do strategy. In these situations at what point should Frank stop? What options does Frank have? What should he do?</p> <ol style="list-style-type: none"> 1. Frank is playing with his friends at the park. His Dad is talking to another Dad. Frank and his three friends see a new boy, who looks slightly older, walk towards them. The new boy says that they should sneak out of the park and go play somewhere else, where their parents can't see. 2. Frank is playing football with his friends when there is bad tackle. His best friend is the goalkeeper who lets the penalty in, Frank's best friend gets very red in the face and starts shouting at the other players on his team. When another goal goes in Frank's best friend starts shouting and then pushing over two defenders. Frank can see his friend walk towards other members of his team. 3. Frank is playing tennis when his friend hits the ball over a wall. The friends try to peer over the wall but can't see. The ball goes into someone else's back garden who they don't know. The ball is the only one they have and the game will stop now it has been lost. Frank's friend suggests climbing over it. He is sure that it won't be a problem.