



Priory Junior School

Year Group: 3

Learning Activities for Week Beginning: 25.01.2021

Subject	Activity / Resources				
English	Monday	Tuesday	Wednesday	Thursday	Friday
	Reading – Read your book for 15 mins. Guided Reading – Carefully read through the text called 'The Stone Age' and then answer the questions on the word detective sheet.	Reading – Read your book for 15 mins. 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.	Reading – Read your book for 15 mins Guided Reading- Read the text one more time and select your favourite information and present this in a different and exciting way. This could include fact boxes, pictures and diagrams. Have fun!	Reading – Read your book for 15 mins Grammar – Complete the grammar activity. There is a video link which will give you the instructions.	Reading – Read your book for 15 mins Grammar – Complete the grammar activity. There is a video link which will give you the instructions.
	English – Instruction Texts. Today you will be thinking about what makes a text fictional or non-fictional. Play the video and follow the instructions to find the features in extracts from The Stone Age Boy book.	English- Instruction Texts. Today you are going to be taking notes whilst you complete your own historical research on how to make a Neolithic axe. Play the video links and record down your notes on the worksheet.	English- Instruction Texts. Today you are going to be thinking about what makes an instruction text effective and identifying the structural and language features. Play the video and follow the instructions to pick out the features.	English- Instruction Texts. Today you will be getting practical. Find some paper to follow the instructions to make your own paper prototype of the axe. Practise and present your own verbal instructions to an audience. Play the video and follow the instructions.	English- Instruction Texts. Today you will be writing a product review of an axe. Play the video and follow the instructions.
	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	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Fluency – Use Mathletics to complete the activity that has been set for you.</p> <p>Mastery – Today we will be looking at solving word problems using bar models. Watch the video and complete the word problems.</p> <p>Find a time to practise your times tables on Times Tables Rockstars.</p>	<p>Fluency – Use Mathletics to complete the activity that has been set for you.</p> <p>Mastery – Today we will be learning about associative law. Watch the video of your teacher showing you this and then complete the activities^[EW1].</p> <p>Find a time to practise your times tables on Times Tables Rockstars.</p>	<p>Fluency – Use Mathletics to complete the activity that has been set for you.</p> <p>Mastery – Today you are going to be looking at recording data using tally charts. Watch the video of your teacher showing you this then have a go at making your own tally chart.</p> <p>Find a time to practise your times tables on Times Tables Rockstars.</p>	<p>Fluency – Use Mathletics to complete the activity that has been set for you.</p> <p>Mastery – Today you are going to using your tally chart from yesterday to make a bar graph. Watch the video of this and then complete your own.</p> <p>Find a time to practise your times tables on Times Tables Rockstars.</p>	<p>Fluency – Use Mathletics to complete the activity that has been set for you.</p> <p>Mastery – Today you are going to be looking at pictograms. Watch the video of your teacher showing you this then complete your own.</p> <p>Find a time to practise your times tables on Times Tables Rockstars.</p>
Science	<p>Visit https://www.bbc.co.uk/bitesize/topics/zyttyrd/articles/zw889qt. Watch the video about magnetism and which are materials are magnetic.</p> <p>On the same page there is a fun game! Play the game and check your answers until you get them all correct.</p> <p>Finally, on the same page there is a quiz. Please complete the quiz and write down any of the four answers you get incorrect.</p> <p>Play the game at this website - https://www.science4us.com/elementary-physical-science/force-and-motion/magnets/. The game goes a little slowly to begin with, please be patient with it. Drag an item to the bullseye on the floor next to the magnet, if the item is attracted to the magnet then put it in the correct box.</p>				
History	<p>Stonehenge – read the information about Stonehenge.</p>				

	<p>The first activity is all about how the Stone Age people got the huge, heavy stones to the right place and arranged them. Using the English Heritage sheet cut out the squares and order them. Once they have been ordered and to check you have the pictures in the correct order, the letters in the corner of the squares should spell a word related to the Stone Age.</p> <p>The second activity is about why the Stone Age people built Stonehenge. Nobody knows for certain but there are 4 possible explanations. If you were to build something nowadays for either: worship reasons, to know the date/time or to heal people, what would you build? Design your monument – what would it look like? What would you make it out of? Would it be a material you could find from the ground or would it be a man-made material?</p>
Art	<p>Create a template of your hands. Draw round hands on a piece of card or paper and cut it out. Get someone else in your household to do the same. Compare your template with them. What do you notice? Are they the same? Are they different? If so how?</p> <p>Now have a go at using your template on another piece of paper – they could paint round it with a variety of paint brushes, they might use their fingers to go round it, a sponge. Label each picture with the technique/equipment you used.</p>
Music	<p>Log onto Charanga / Yumu.</p> <p>This week try the 'Step 3 Activities':</p> <ul style="list-style-type: none"> ~ Listen and appraise 'Vaishnava Vana.' What do you notice? How does it make you feel? ~ Flexible Games- Try out some of the activity games. Which one do you prefer? Why? ~ Dragon Song Rhythm Grid- explore this activity to create your own rhythm patterns. ~ Watch the 'Signed Song'- How do the signs compare with your own actions from Lessons 1 & 2? Have a try and join in!!
PE	<p>Gymnastics: Make a list of shapes that could help create a pathway e.g. triangle, circle, square, rectangle, semi-circle, star, crescent, diamond, oval, heart, letters.</p> <p>Explore the shape pathway ideas whilst performing a chosen travel on feet method.</p> <p>Recap on the conditioned phrase from last week.</p> <p>Add in your pathway to the conditioned phrase.</p> <p>Practise the conditioned phrase.</p> <p>Striking and Fielding: Make three lines and a place to roll or throw from so it looks like this:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">O</div> <div style="text-align: center;">O</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">O</div> <div style="text-align: center;">O</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">O</div> <div style="text-align: center;">O</div> </div>

	<p>X</p> <p>You stand at the X and you must get your object to stop in between two markers at one of the lines in between the markers. If the ball stops at the first line is 1 point, the second line is 2 points and the third line is 3 points.</p> <p>Joe Wicks: follow a Joe Wicks workout video live or from previous days.</p>
PSHE	<p>Stop/Decide/Do strategy. This is how children should think during a risky situation. (Stop – something doesn't feel right, I think there's a risky situation developing. Decide – what are my options, should I say something, go somewhere or get some help? Do – take action to reduce the risk). Draw cartoons or logos on the Stop Decide Do sheet to remind them of each stage.</p> <p>In the stop it could be a picture of somebody stopping what they are doing when something doesn't feel right, decide should be someone thinking and what kind of questions the children need to answer for themselves, do should be someone going and doing something about it, acting on their choice from the decide stage.</p>