



School Closure Learning Planner

Class:	Year 3 - Red and Green
Week beginning:	13 th July 2020
A message from my teacher:	

Hello Year 3,

Wow, it was certainly a scorching hot June and we are now almost half way through July. We hope that you have been enjoying the warm weather but keeping safe and hydrated throughout the warmer days.

We hope that you enjoyed designing your ultimate predator last week, some of the ideas that you have come up with are truly fantastic! Well done Year 3.

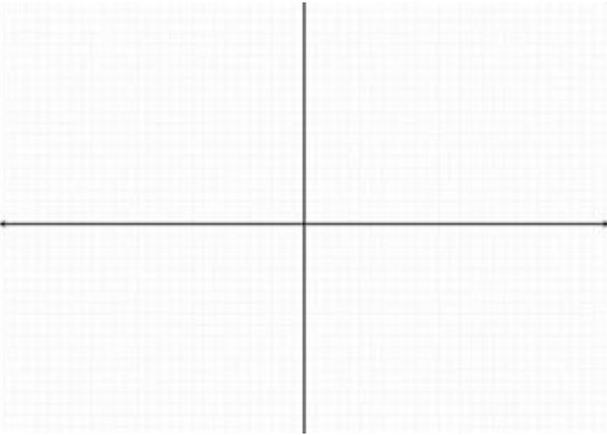
Term 6 is now coming to an end, but there is still one more week of learning to get stuck into before the summer holidays. This week you will be continuing work around shapes and angles during maths. Also, using some recall skills around time. For literacy you are going to be creating character dialogue, thinking about some of the predators that you have researched throughout the term and what they might say if they could talk. (You could have some real fun with this).

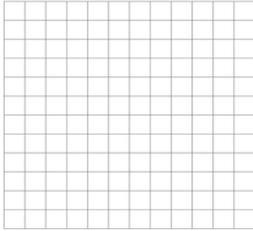
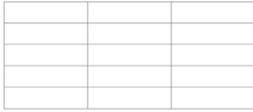
We would love to see your predators and please send them to our class email addresses: red@queenborough.kent.sch.uk / green@queenborough.kent.sch.uk or upload them to Twitter.

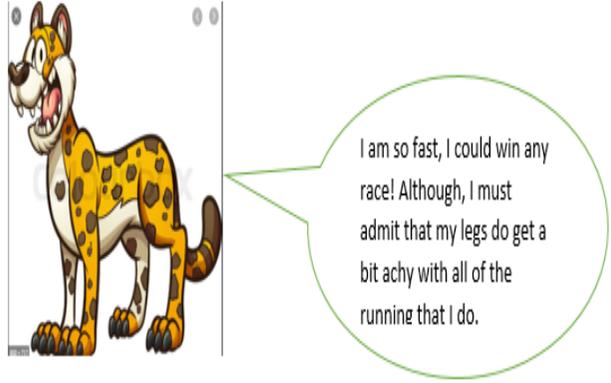
Please use the resources suggested to help you with your learning this week and we look forward to hearing from you soon.

Mrs Barton and Mr Knight

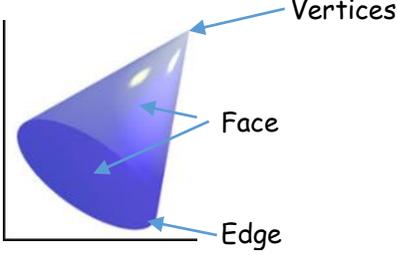
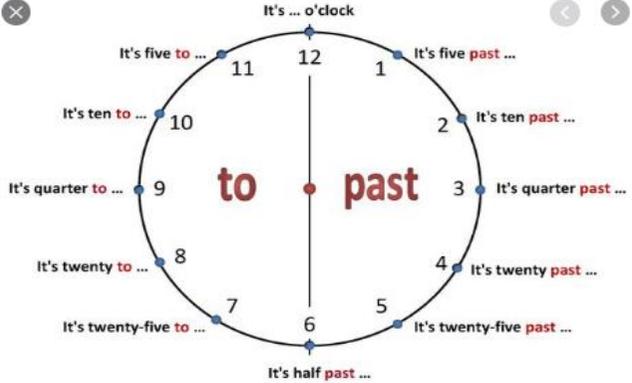
subject:	Learning Objective:	Activity:	Guidance:	Key resources:
SPaG/ Dictionary work.	To be able to use the first 2 or 3 letters of a word to check its	Vocabulary work. Today you are going to look up the meaning of the following words: Scavenger	Use orange books - separate a clean page into 4 equal sections and use 1 section for each word.	https://dictionary.cambridge.org/

	<p>spelling in a dictionary</p>	<p>Venomous Carnivore Camouflage</p> <p>Can you use the 3 step challenge to show your understanding on two of the words above?</p> <p>The 3 step challenge is to:</p> <ol style="list-style-type: none"> 1. Write the word. 2. Draw a picture/image that represents the word. 3. Write the meaning underneath. <p>You will need to do this for each word. Test yourself - can you remember the meaning when it is covered up?</p>	<p>Using a paper dictionary would be encouraged for practise. However if one is not available at home, there is an online dictionary. (link provided)</p> 	
<p>SPaG</p>	<p>To be able to spell words that are often misspelt.</p>	<p>Correct the spelling mistakes.</p> <p>There is a spelling mistake in each sentence. Can you correct them?</p> <p>The mistakes that have been made are words that are commonly spelt incorrectly.</p>	<p>If you get any wrong, make a note of the word(s) and re-test yourself the next day. Did your scores improve at all?</p>	<p>SPaG sheet - task 1</p>
<p>SPaG</p>	<p>To be able to use inverted commas for direct speech.</p>	<p>Title: Inverted commas</p> <p>Adding inverted commas in for character speech.</p> <p>Read each example out loud and think carefully about what each person is saying.</p>	<p>Top tip - use different speaking verbs (not just said)</p> <p>Think about what the person is saying and how they would say it.</p> <p>Shouted Replied Whispered Cried Yelled</p>	<p>SPaG sheet - task 2</p>

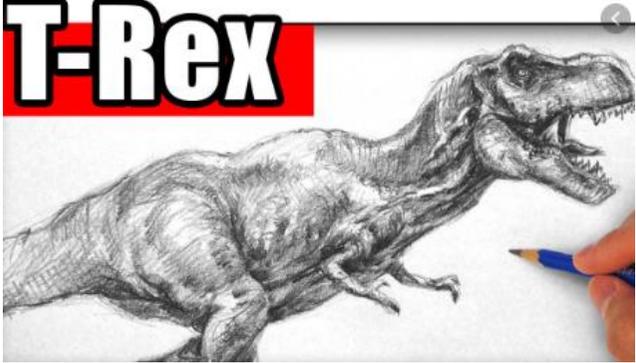
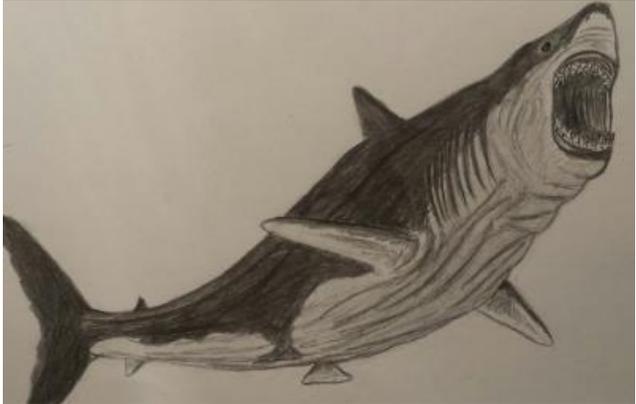
<p>SPaG</p>	<p>To be able to spell words that are often misspelt.</p>	<p>Word search challenge.</p> <p>Today you are going to use the spellings from this week to create your own word search. Don't forget to look carefully at each spelling and write down each word that you include, so that you do not forget.</p> <p>Once you have placed your words in, fill the rest of the space with random letters.</p> <p>How fast can you complete the search in once done?</p>	<p>Words can go forwards, backwards, diagonally, vertically and horizontally.</p>  <p>Can you cross two words over to make it more challenging?</p> 	<p>Bank word search grid provided.</p>
<p>Literacy 1</p>	<p>To be able to gather ideas and plan.</p> <p>To be able to identify and use speech marks to show a character talking.</p>	<p>Title: Animal interaction.</p> <p>This week you are going to be working towards creating character dialogue. This is where you will create a conversation between 2 or more characters.</p> <p>You are going to use your imagination to think about if animals could speak, what would they say? You can use the facts that you have learned about to include in your dialogue.</p> <p>To get your imagination started, you can watch some clips from a programme called creature comforts. It is an animated series that has used humour in the conversations that the animals have. Hope you enjoy!</p> <p>Short challenge:</p>	<p>Watch the clips provided and enjoy.</p> <p>Complete the missing punctuation task - Encourage children to read the sentence aloud and place the inverted commas where the character is speaking.</p>	<p>Creature comfort clips to enjoy</p> <p>https://www.youtube.com/watch?v=eAffJiYDpnM</p> <p>https://www.youtube.com/watch?v=TkIR1eNuUxY</p> <p>https://www.youtube.com/watch?v=sUI_2h5AHD0</p>

		<p>Can you add inverted commas to the speech below?</p> <p>You can write out the sentence and add the punctuation in where the character is talking.</p> <p>That was a very wet Monday indeed, stated the bus driver.</p> <p>Hooray! There are finally some apples on our tree.</p> <p>Sophie yelled, ouch the cat just scratched me!</p> <p>Mum shouted loudly, You need to tidy your room dear!</p> <p>Oh no, not sprouts again! Groaned Alfie.</p>		
Literacy 2	To be able to plan ideas on what characters would be saying.	<p>Title: Creating conversations.</p> <p>Use the resource provided and use the speech bubbles to start creating the character conversation.</p> <p>You can use the resource with the animals or you can draw in your own animals if you would prefer to.</p> <p>Remember, whatever the animal is saying will need to go into the speech bubble.</p>	<p>Try and link it to facts that you know about the animals. Look at the example below for guidance.</p> 	See resource provided. Speech bubbles.
Literacy 3	To be able to write a setting description.	Before we write a dialogue (speech) we need to write a paragraph to introduce where the animals and predators are.	In the wet and wild jungle only a little sun was reaching the floor. The trees towered over like giants only letting little rays of sunlight in. The	

		Try to include where they are using adjectives and introduce the animals. See the example in the next column.	jungle was full of life and sounds. Two predators stood near each other...	
Literacy 4	To be able to use speech marks to show a character talking.	<p>Title: Creating dialogue</p> <p>Starter: Can you think of 5 speaking verbs instead of said?</p> <p>Here is 2 to get you started: Groaned Whispered 1 2 3 4 5</p> <p>Today you are going to be turning your speech bubbles into character dialogue. Use your ideas from literacy lesson 2 to turn into sentences.</p>	<p>SPaG task 2 is about inverted commas. It would be beneficial to do this before starting the final literacy task.</p> <p>Ensure that when creating dialogue, inverted commas are used around the character speech. Saying the sentence aloud may help with understanding exactly what the character is saying.</p> <p>"I am so fast, I could win any race! Although I must admit that my legs do get a bit achy with all of the running that I do." Groaned the cheetah.</p>	
Numeracy 1	To be able to Link angle properties to 2d and 3d shapes	<p>Title: <u>Draw Accurately</u></p> <p>Please watch the video and complete day 1 maths worksheet.</p> <p>(You will need a ruler for this task)</p>	<p>Top tip - perimeter reminder - perimeter measures the area around the outside of the shape.</p> <p>Measure each side and then add u the total. (Don't forget to add your unit of measure →CM)</p>	<p>Video: Draw accurately https://vimeo.com/432264831</p> <p>Worksheets: Day 1</p>
Numeracy 2	To be able to Understand properties of 2d and 3d shapes, sort accordingly.	<p>Title: <u>Recognise and describe 2D shapes.</u></p> <p>Please watch the video and complete day 2 maths worksheet.</p>	<p>Remember shapes are always closed, there is never an open line.</p> <p>Any triangle is a shape that has 3 sides, they do not have to be equal.</p> 	<p>Video: Recognise and describe 2D shapes https://vimeo.com/432264925</p> <p>Worksheets: Day 2</p>
Numeracy 3	To be able to Understand properties of 2d	Title: Recognise and describe 3D shapes	<p>Shape vocabulary help.</p> <p>Face - flat</p>	Video: Recognise and describe 3D shapes

	<p>and 3d shapes, sort accordingly.</p>	<p>Please watch the video and complete day 3 maths worksheet.</p>	<p>Vertices - points/corners Edges - where 2 faces meet</p>  <p>Cone has 2 faces, 1 edge and 1 vertices.</p>	<p>https://vimeo.com/432265088</p> <p>Worksheet day 3</p>
<p>Numeracy 4</p>	<p>To be able to Tell and write the time from an analogue clock to at least the nearest five minutes.</p>	<p><u>Title: Tell the time to 5 minutes.</u></p> <p>Please watch the video and complete day 4 maths worksheet.</p> <p>Warm up - Practise counting in 5's all the way to 12 x 5. Practise counting in 5's whilst pointing at each number on the clock. 5 - point at 1, 10 point at 2, 15 - point at 3 etc.</p>	<p>Use this as a guide to start, then see if you can answer questions without the resource.</p>  <p>Speak about misconceptions/ - Analogue clock - past and to the hour Larger hand represents minutes (massive minute hand) may help for memory.</p> <p>Saying 35 minutes past 2 is correct, however encourage to use 'to the hour' also - 25 to 3 is also correct.</p>	<p>Video: Tell the time to 5 minutes https://vimeo.com/432265268</p> <p>Worksheet day 4</p>
<p>Numeracy 5</p>	<p>To be able to solve problems with</p>	<p>Title: Fun Friday Challenge Enjoy this week's Friday challenge.</p>		<p>https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/07</p>

	more than one step.	<p>Extension Riddle: I have 1 face, no vertices and no edges - which 3D shape am I?</p> <p>Can you write your own 3D shape riddle?</p>		/Family-Challenge-Friday-3rd-July.pdf
PHSE	To be able to recognise their worth and set personal targets	<p>Have a think and chat with your family. What have you achieved this year? It could be a skill you've achieved at home or something you've learnt at school.</p> <p>What do you want to achieve next year? It could be something linked to school such as earning a starting and finishing a book or getting into the school choir. What could it be outside of school? For example, learning to ride a bike or reading a recipe to bake cakes.</p>	<p>Use the target goals to create your targets. If you can't print, you can always draw them onto paper and decorate them yourself.</p> <p>Why not hang them somewhere in your bedroom so you can see your target and try to complete it.</p>	Target goals
History/ Geography	To be Make increasingly careful observations, identifying similarities, differences and changes and making simple connections.	<p><u>Title: Pre-Historic Predators.</u></p> <p>Do you have a favourite dinosaur?</p> <p>Are you interested in the Megalodon?</p> <p>Ever seen images of the Sabre tooth Tiger?</p> <p>This week you have the chance to research a pre-historic predator of your choice.</p> <p>Can you find out: How long ago the predator lived?</p>	<p>Remember - As we are researching pre-historic predators, you will need to think about what you are going to research.</p> <p>The triceratops and stegosaurus are interesting dinosaurs, but they are herbivores (only eat plants) and not predators.</p> <p>Think about the meat eaters for this one.</p>	<p>This is an amazing child friendly website with lots of information and facts about prehistoric animals. https://kids.nationalgeographic.com/animals/prehistoric-animals/</p> <p>Kidrex safe search engine. https://www.alarms.org/kidrex/</p>

		<p>Where in the world they were thought to have lived during this time? (dates needed) What diet did they had? What was the size?</p> <p>Can you use the Map to identify where the predator used to live? You can shade these areas in on the blank map.</p> <p>Is your prehistoric predator similar to any of the predators that are still alive today? Can you compare it to any of the predators that you have learnt about over the term so far?</p>		
<p>Art and design</p>	<p>To be able to Use nature and natural forms as a starting point for artwork.</p>	<p><u>Title: Pre-Historic Predator sketch.</u></p> <p>Now you have researched your choses pre-historic predator, can you sketch a picture of it?</p> <p>Extension Challenge time - can you label the features of the predator? Does it have: deadly talons, rows of teeth like daggers, gills to enable it to breathe under water or simply its gigantic size?</p>	 	

Spellings to learn this week:

press
suppress
express
compress
impress
prevent
invent
venture
adventure
eventful

Other possible activities:

Shape hunt.

Can you find any objects around your house that are the same shape as a:

Cone
Cylinder
Cuboid
Sphere
Cube
Square based pyramid?

Make a list - which shape is most common in your homes?