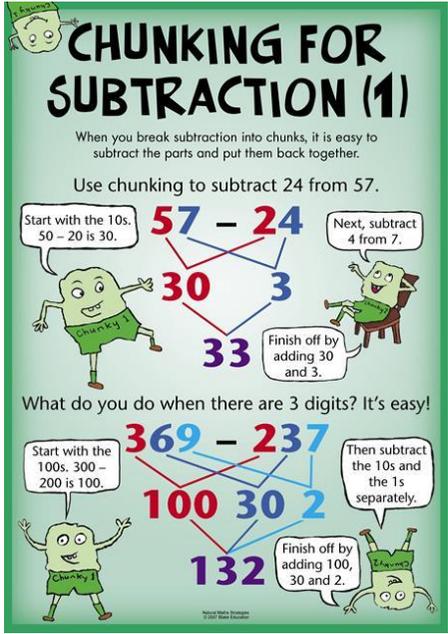


# Week 3 Weekly Planner Yr 3

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Monday	Morning	Middle	Afternoon												
Task	English	Mathematics	Integration												
<table border="1" data-bbox="91 1198 309 1398"> <thead> <tr> <th>Solids</th> <th>Liquids</th> </tr> </thead> <tbody> <tr><td>1.</td><td>1.</td></tr> <tr><td>2.</td><td>2.</td></tr> <tr><td>3.</td><td>3.</td></tr> <tr><td>4.</td><td>4.</td></tr> <tr><td>5.</td><td>5.</td></tr> </tbody> </table>	Solids	Liquids	1.	1.	2.	2.	3.	3.	4.	4.	5.	5.	<p><b>Warm up</b>  <b>Spelling</b> – (20 minutes)  <b>Check Seesaw for your child’s weekly spelling words.</b></p> <ul style="list-style-type: none"> <li>- Together read the spelling words out</li> <li>- Ensure he/she knows the meaning of each word and say each word in a sentence.</li> <li>- Get your child to sound out their spelling words, breaking the words into separate sounds (phonemes)</li> <li>- Child to independently complete one activity from the <a href="#">Spelling Activity Grid</a> in their Dotted Thirds book. Parent to check.</li> <li>- Child to independently complete one online Spelling City Activity.</li> </ul> <p>Literacy activities for today will be based on Science. A quick review of this week’s letter pattern and sound – Ask your child to recall the focus and some words from yesterday. Choose a different <a href="#">spelling grid activity</a> and do one Spelling City online activity.</p> <p><b>SCIENCE – WHAT IS MATTER?</b> (40 minutes)  <b>Lesson objective:</b> To understand that solids and liquids can be identified by their observable properties.</p> <p><b>Do Together</b></p> <ol style="list-style-type: none"> <li>1. With your child, watch the YouTube explanation on ‘What is Matter’ <a href="https://youtu.be/btGu9FWSptc">https://youtu.be/btGu9FWSptc</a></li> <li>2. Draw up a table in your Scrapbook.</li> <li>3. Ask your child to write the names or draw 5 interesting solids/Liquids you can find around the house. Check your child’s answers.</li> </ol> <p><b>Review:</b>  Ask your child to complete the following Quiz Time. How much have you learned about Matter?  <a href="https://www.dkfindout.com/us/quiz/science/quiz-yourself-on-solids-liquids-and-gases/">https://www.dkfindout.com/us/quiz/science/quiz-yourself-on-solids-liquids-and-gases/</a></p>	<p><b>Warm up</b>  <b>Warm up:</b>  <b>Complete the <a href="#">10 a Day’ activity for Monday</a></b></p> <p><b>Do Together</b>  <b>Number – Partitioning(Chunking) - (40 minutes)</b>  <b>Seesaw: This activity has been set on Seesaw.</b>  Topic: Subtraction using partitioning/chunking: two-digit</p> <p>Go over with your child the chunking strategy from week 2. Give your child some examples to practice with no re-grouping to do in their Scrapbook. Complete Seesaw activity: ‘Chunking: two digits’</p> <div data-bbox="1099 807 1547 1441" style="text-align: center;">  <p><b>CHUNKING FOR SUBTRACTION (1)</b></p> <p>When you break subtraction into chunks, it is easy to subtract the parts and put them back together.</p> <p>Use chunking to subtract 24 from 57.</p> <p>Start with the 10s. 50 – 20 is 30. Next, subtract 4 from 7. Finish off by adding 30 and 3.</p> <p>What do you do when there are 3 digits? It’s easy!</p> <p>Start with the 100s. 300 – 200 is 100. Then subtract the 10s and the 1s separately. Finish off by adding 100, 30 and 2.</p> </div>	<p><b>Seesaw: This activity has been set on Seesaw.</b></p> <p><b>Health: How Can I Be Kind Today?</b></p> <p>Inside each heart, write one way that you can be KIND today!</p>
Solids	Liquids														
1.	1.														
2.	2.														
3.	3.														
4.	4.														
5.	5.														

Brain Break

Brain Break

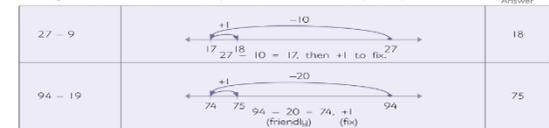
# Week 3 Weekly Planner Yr 3

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Tuesday Task	Morning English	Middle Mathematics	Afternoon Integration						
	<p><b>Warm up</b> Spelling – (20 minutes) As per yesterday's Spelling – Ask your child to choose a different <a href="#">spelling grid activity</a> and write it in their Dotted Thirds book and do one Spelling City online activity.</p> <p><b>You Do</b> <b>SCIENCE – ICE CUBE INVESTIGATION</b> (40 minutes) <b>Lesson Objective:</b> To Understand that adding heat may cause a solid to change state into a liquid.</p> <p>Parent to review Lesson 1, focusing thoughts on what are the properties of <b>solids</b> and <b>liquids</b>. Revisit the 'What is Matter' video if you are unsure.</p> <p><b>Do Together</b> 1. With your child, watch <a href="https://youtu.be/oE65AkZJVuE">https://youtu.be/oE65AkZJVuE</a> Focus questions for parents to ask: What would happen to Olaf if he sat in the summer sun? Would he still be a solid – why/why not? What if he sat in the shade? What would be the quickest way for Olaf to melt? Why?</p> <p><b>Child Does</b> 2. Help your child to complete '<a href="#">Ice Cube Investigation</a>'. 3. Ask your child to show what they have learnt by completing the following questions in their Scrapbook.</p> <p>Based on my investigation results, Olaf should avoid _____ because this method <b>added/took away</b> the <b>most/least</b> heat. Other ways the ice cube could melt faster are: _____</p> <p><b>Review</b> Take a photo and <a href="#">upload your work to Seesaw</a></p>	<p><b>Warm up</b> <b>Ten a Day</b> <a href="#">Complete the 'Ten a Day' activity for Tuesday.</a></p> <p><b>TOPIC: Inverse Relationships</b></p> <p><b>You Do</b> <b>Number – Friendly Fix</b> (40 minutes) Show your child the mental strategy - Friendly and Fix for adding 9 and 19. See examples below.</p> <p><b>Do Together</b></p> <div data-bbox="1041 742 1585 877"> <p>4 Friendly and fix To add 9, change to add 10, then fix by taking 1. Answer</p> <table border="1"> <tr> <td>26 + 9</td> <td> <math display="block">\begin{array}{c} \xleftarrow{+10} \quad \xrightarrow{-1} \\ 26 \quad \xrightarrow{+10} \quad 36 \quad \xrightarrow{-1} \quad 35 \quad 36 \\ 26 + 10 = 36, \text{ then } -1 \text{ to fix.} \end{array}</math> </td> <td>35</td> </tr> <tr> <td>48 + 19</td> <td> <math display="block">\begin{array}{c} \xleftarrow{+20} \quad \xrightarrow{-1} \\ 48 \quad \xrightarrow{+20} \quad 68 \quad \xrightarrow{-1} \quad 67 \quad 68 \\ 48 + 20 = 68, -1 \text{ (friendly)} \quad 67 \text{ (fix)} \end{array}</math> </td> <td>67</td> </tr> </table> </div> <p>Assist your child to use a number line to show their understanding of 'Friendly and Fix' to add 9.</p> <p><b>Child Does</b> Ask your child to independently solve these 'Friendly and Fix' equations in their Scrapbook using a number line.</p> <p>15 + 9 =                      18 + 9 =                      21 + 9 = 12 + 19 =                      23 + 19 =                      31 + 19 =</p> <p><b>Review</b> Upload these equations to Seesaw.</p>	26 + 9	$\begin{array}{c} \xleftarrow{+10} \quad \xrightarrow{-1} \\ 26 \quad \xrightarrow{+10} \quad 36 \quad \xrightarrow{-1} \quad 35 \quad 36 \\ 26 + 10 = 36, \text{ then } -1 \text{ to fix.} \end{array}$	35	48 + 19	$\begin{array}{c} \xleftarrow{+20} \quad \xrightarrow{-1} \\ 48 \quad \xrightarrow{+20} \quad 68 \quad \xrightarrow{-1} \quad 67 \quad 68 \\ 48 + 20 = 68, -1 \text{ (friendly)} \quad 67 \text{ (fix)} \end{array}$	67	<p><b>Health: Super Sandwich</b></p> <p>Students will plan and design a '<a href="#">super sandwich</a>' using 3-5 healthy fillings. Draw your sandwich once it's complete and glue worksheet into your Scrapbook. Then take a photo and <a href="#">upload it onto Seesaw</a>. Eat and Enjoy!</p>
26 + 9	$\begin{array}{c} \xleftarrow{+10} \quad \xrightarrow{-1} \\ 26 \quad \xrightarrow{+10} \quad 36 \quad \xrightarrow{-1} \quad 35 \quad 36 \\ 26 + 10 = 36, \text{ then } -1 \text{ to fix.} \end{array}$	35							
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## Week 3 Weekly Planner Yr 3

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Wednesday	Morning	Middle	Afternoon
Task	English	Mathematics	Integration
	<p><b>Warm up</b> <b>Spelling</b> – (20 minutes)</p> <p>As per yesterday's Spelling lesson – ask your child to choose a different <a href="#">spelling grid activity</a> and complete it in their Dotted Thirds book. Then they can complete one Spelling City online activity.</p> <p><b>Child Does</b> <b>Grammar</b> (30 minutes) Login to <a href="#">Study Ladder</a> and complete 'Tense with Verbs' activity.</p> <p><b>Do Together</b> <b>Grammar: Editing</b> (30 minutes) With your child, read through the <a href="#">Editing Activity Sheet</a>.</p> <p>Assist your child to identify proper nouns and correct punctuation (capital letter and fullstops.)</p> <p><b>Child Does</b> Independently get your child to write out the sentences using correct punctuation in their Dotted Thirds book. Write the correct punctuation in red. ie <b>T</b>he child went to <b>M</b>argaret <b>R</b>iver for the day.</p>	<p><b>Warm up</b> <b>Warm Up:</b> Complete the '<a href="#">Ten a Day</a>' activity for <a href="#">Wednesday</a>. <b>Number – Friendly Fix</b> (40 minutes) <b>You Do:</b> Show your child the mental strategy - Friendly and Fix for subtracting 9 and 19. See examples below:</p> <p style="text-align: right;"><b>Do</b></p>  <p><b>Together</b> Assist your child to use a number line to show their understanding of 'Friendly and Fix' to subtract 9.</p> <p><b>Child Does</b> Ask your child to independently solve these 'Friendly and Fix' equations in their Scrapbook using a number line.</p> <p style="text-align: center;"> <math>15 - 9 =</math>                      <math>28 - 9 =</math>                      <math>31 - 9 =</math>  <math>42 - 19 =</math>                      <math>53 - 19 =</math>                      <math>85 - 19 =</math> </p> <p><b>Review</b> Film your child explaining the 'Friendly and Fix' strategy and <a href="#">upload it to Seesaw</a>.</p>	<p><b>PE: Inventing a Sport</b></p> <p>It's time for a new sport to be invented and as the youngest generation, it's your job to be creative and come up with a new game for this world. Write your plan in your Scrapbook.</p> <p><b>Steps</b></p> <ol style="list-style-type: none"> <li>1. Decide what kind of sport you want. Is it played in water? On a field? Is it about accuracy or about speed? Is it an individual sport or a team sport?</li> <li>2. Pick a name for your sport.</li> <li>3. Make a design of the field it'll be played in. Make sketches of the things that are needed, such as in soccer, all you need are two goals, boundaries and a ball.</li> <li>4. Come up with basic rules: how many players, objective, how to score/gain points, what the main methods/steps are etc. Be sure all the players have specific jobs, and that each one contributes to the game.</li> <li>5. Draw the ball/racket/ uniforms needed to play your sport. Sports involving balls must have a specific design for the ball. Some sports need specific uniforms. Some have a specific shape of a racket. Be creative in thinking these up!</li> </ol> <p><b>Time to play!</b> As a student, you have an amazing opportunity to get your sport going fairly easily. Try it out with your family. Did it work?</p>

Brain Break

Brain Break

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Thursday	Morning	Middle	Afternoon
Task	English	Mathematics	Integration
	<p><b>Warm up</b> <b>Spelling</b> – (20 minutes) As per yesterday's Spelling- choose a different <a href="#">spelling grid activity</a> and do one Spelling City online activity.</p> <p><b>Child Does</b> <b>Reading/Viewing:</b> (40 minutes) <a href="#">This activity is available on Seesaw</a></p> <p>Complete Seesaw activity 'Soar'. Instructions are found when you click on the activity. Assist your child as needed.</p>	<p><b>Warm up</b> <b>Number - (40 minutes)</b> Ten a Day: Complete the <a href="#">Complete the 10 a Day activity for Thursday</a></p> <p><b>Measurement – Time</b> (40 minutes) Using their pre-made clocks or clocks at home, play guess the time shown on your clock with your parent or older sibling.</p> <p><b>You Do</b> Model to your child, telling the time to 1 minute using the PowerPoint <a href="#">Time to the Minute</a> Remember, don't progress to 1 minute if your child is not confident with 5 minutes.</p> <p><b>Do Together</b> Ask your child to show you different times on the clock in 1 minute intervals. If your child is not confident with 5 minutes then continue with telling the time to 5 minutes only. Remember to use analogue time and digital. Eg: 3 minutes past 5 or 5:03</p> <p><b>Review</b> Complete set <a href="#">Seesaw task</a>: 'Time to the Minute' Ask your child to show you on the clock some important times of the day eg: time you started eating lunch.</p>	<p><a href="#">This activity is available on Seesaw</a></p> <p><b>I Walk with Vanessa -Read Aloud- How Can I Be Kind?</b></p> <p>Listen to the story I Walk with Vanessa. Draw and colour a picture of how you could be kind to someone. This can be completed in your Scrapbook. <a href="#">Then load your drawing onto Seesaw.</a></p>

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Friday	Morning	Middle	Afternoon
Task	English	Mathematics	Integration
	<p><b>Warm up</b> <b>Spelling</b> – (20 minutes) As per yesterday's Spelling – Ask your child to choose a different spelling grid activity and write it in their Dotted Thirds book and do one Spelling City online activity.</p> <p><b>Do Together</b> <b>Writing</b> (30 minutes) <b>Seesaw Activity:</b> Login to Seesaw and follow instructions for 'Emoji Stories'. Work through the instructions with your child. Create your own emoji story and upload to Seesaw. Focus on narrative structure of:</p> <ul style="list-style-type: none"> <li>- Opening</li> <li>- Build up</li> <li>- Problem</li> <li>- Resolution</li> <li>- Ending</li> </ul>	Brain Break	Brain Break
		<p><b>Warm up</b> Complete the '<a href="#">10 a Day</a>' activity for Friday</p> <p><b>Do Together</b> <b>Measurement – Time</b> (40 minutes) <b>Do Together:</b> How many skips, star jumps, touching your toes and other actions, can you do in a minute. Remember to estimate first. Revise telling the time to the nearest 5 minute and 1 minute with your child using homemade clock or a clock from home. Practice telling the time using this fun 'Stop the Clock' game: <a href="https://teachingtime.co.uk/draggames/sthec1.html">https://teachingtime.co.uk/draggames/sthec1.html</a></p> <p><b>Child Does</b> Complete this 'Telling the Time' activity sheet <a href="#">Telling the Time Activity</a> by yourself with no parent assistance, then glue into your Scrapbook and <b>upload onto seesaw</b>.</p> <p><b>Review</b> Continue to practice telling the time at different times during the day.</p>	<p><b>This activity is available on Seesaw:</b></p> <p><b>You've Got Talent!</b></p> <p>I would love to see your special talent so create a video of you performing your talent.</p> <ul style="list-style-type: none"> <li>- Doing impressions</li> <li>- Singing</li> <li>- Dancing</li> <li>- Magic tricks</li> </ul> <p>What is your special talent?</p>