

Montbelle Primary School: Interim Weekly Planning Format

Year/Class: Year 3 Nelson/Henry VIII

Teacher: Miss Goddard/Mrs Wardrope

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\* In the event that remote learning is put in place, class emails will be monitored at 10am and 2pm daily.

	Monday	Tuesday	Wednesday	Thursday	Friday
English	<p><b>What we are learning (LO):</b> Features of acrostic</p> <p><b>Must:</b> Know that acrostics have specific features</p> <p><b>Should:</b> Identify features through a range of acrostic poems</p> <p><b>Could:</b> Identify how the content within the poem reflects the theme.</p> <p><b>Activity:</b> To look at examples of Acrostics. Identify the theme and create a simple acrostic by choosing words from a bank to write your name or someone else's name.</p> <p><b>Resources:</b> Powerpoint Features of an acrostic</p>	<p><b>What we are learning (LO):</b> To apply features of an acrostic to our own poems.</p> <p><b>Must:</b> Create a word bank to support the first word on each line.</p> <p><b>Should:</b> Be able to use a dictionary to help create a word bank.</p> <p><b>Could:</b> Ensure words are relevant to your chosen theme and enhance your outcomes.</p> <p><b>Activity:</b> Writing an acrostic about a family member. Decide who you are going to write about. Work with an adult or independently to create a bank of words that will help you to start each line. Use these words to develop your ideas.</p> <p><b>Resources:</b> Powerpoint: Writing an acrostic poem. See today's reading to support this task.</p>	<p><b>What we are learning (LO):</b> To know how similes are used</p> <p><b>Must:</b> Be able to compare appropriately, making choices that show understanding of what a simile is.</p> <p><b>Could:</b> Be able to extend your sentences with similes using appropriate vocabulary choices such as 'like' and 'as ..... as'.</p> <p><b>Could:</b> Be able to complete task as above plus sort similes and metaphors to show you understand the difference between them.</p> <p><b>Activity:</b> Explore similes. Give examples of your own using a simile word mat to support.</p> <p><b>Extension:</b> to sort metaphors.</p> <p><b>Resources:</b> Powerpoint Similes and metaphors.</p>	<p><b>What we are learning (LO):</b> To understand what alliteration is</p> <p><b>Must:</b> Be able to select and use images as inspiration for alliteration.</p> <p><b>Should:</b> Be able to use alliteration by considering your own ideas and recording in alphabetical order.</p> <p><b>Could:</b> As above and extend your ideas into a sentence</p> <p><b>Activity:</b> Select an image eg, clown. Decide what words describe it. Colourful, clumsy clown. Separate adjectives with a commas. Those extending might write – colourful, clumsy clowns carry cardboard cut-outs.</p> <p><b>Resources:</b> images to support ideas.</p>	<p><b>SPAG (Spelling, punctuation and grammar).</b></p> <p><b>What we are learning (LO):</b> To understand the meaning prefixes</p> <p><b>Must:</b> Be able to explain what a prefix is.</p> <p><b>Should:</b> Be able create and use word cards to investigate the building of prefixes and root words.</p> <p><b>Could:</b> Build words and match with their definitions.</p> <p><b>Activity:</b> To explore the meaning of 'sub' and 'tele'. Use these prefixes to build new words. Match words to their definitions.</p> <p><b>Resources:</b> Word banks and definitions.</p>

<p><b>Guided Reading</b></p>	<p><b>What we are learning (LO):</b></p> <p>Reading/ICT search for children’s acrostic poems</p> <p><b>Must:</b> Work safely online to find examples of acrostic poems online, possibly with adult support.</p> <p><b>Should:</b> Search for acrostics safely and identify the theme in each.</p> <p><b>Could:</b> Enter key words to be more specific about acrostics and their themes</p> <p><b>Activity:</b> Use the internet to find examples of acrostic poems. If you use Google, you will need to have adult support. We have noticed that Google has better. Are there any that interest you? You might want to cut and paste or write them out.</p>	<p><b>What we are learning (LO):</b> to understand how a dictionary can be a useful tool to support acrostic poetry writing.</p> <p><b>Must:</b> Know that a dictionary is in alphabetical order when searching for key words.</p> <p><b>Should:</b> Be able to select words to support first words on each of your lines in your acrostic.</p> <p><b>Could:</b> Make interesting choices to produce a thoughtful acrostic.</p> <p><b>Activity:</b> Use this skill to support today’s writing.</p>	<p><b>What we are learning (LO):</b> To know how to identify main ideas drawn from more than one paragraph and summarise these.</p> <p><b>Must:</b> Be able to read and talk about what you have read.</p> <p><b>Should:</b> Be able to draw upon key facts from given except and record your results.</p> <p><b>Could:</b> Choose vocabulary with care, summing up the main points you have found out from this excerpt.</p> <p><b>Activity:</b> To talk about and write about key points to summarise your reading.</p> <p><b>Resources:</b> Except</p>	<p><b>What we are learning (LO):</b> To know that when reading, you might need to discuss points or look up key words to ensure you fully understand it.</p> <p><b>Must:</b> Read with care and talk about what you have read.</p> <p><b>Should:</b> Look up words you don’t understand or seek an explanation.</p> <p><b>Could:</b> Read, and show understanding by summarising key points when telling somebody what you have read.</p> <p><b>Resources:</b> Differentiated comprehensions.</p> <p><b>Activity:</b> Read the text. Are there any words you need to look up to find the meaning? Can you orally sum up the text and tell an adult what it was about.</p> <p><b>Tomorrow you will return to this and answer questions.</b></p>	<p><b>What we are learning (LO):</b> To show that you have understood your reading through the response to questions.</p> <p><b>Must:</b> Read questions carefully to ensure you understand what they are asking?</p> <p><b>Should:</b> Skim text in search of responses to questions.</p> <p><b>Could:</b> Respond to questions which involve considering why characters behave in a certain way or why events happened.</p> <p><b>Activity.</b> Read questions carefully to ensure you understand expectations. Look back at yesterday’s reading. Respond to questions</p> <p><b>Resources:</b> Reading/questions.</p>
<p><b>Phonics</b></p>	<p><b>What we are learning (LO):</b></p> <p><b>Group 1:</b> Powerpoint – Group 1 phonics Monday 11<sup>th</sup> January Focus: CCVC</p> <p><b>Group 2:</b> Powerpoint: Group 2 Monday 11<sup>th</sup> January. Focus ‘ie’ as in chief</p> <p><b>Group 3:</b> Can you get your</p>	<p><b>What we are learning (LO):</b></p> <p><b>Group 1:</b> CCVC focus</p> <p><b>Group 2:</b> polysyllabic words using ie</p> <p><b>Group 3:</b> Use your chosen words and create extended sentences using a subordinate</p>	<p><b>What we are learning (LO):</b></p> <p><b>Group 1:</b> CCVC focus</p> <p><b>Group 2:</b> Use of ea as in bread</p> <p><b>Group 3:</b> Use a dictionary to find definitions of your chosen words.</p>	<p><b>What we are learning (LO):</b></p> <p><b>Group 1:</b> CCVC focus</p> <p><b>Group 2:</b> ea homophones</p> <p><b>Group 3:</b> Use current text to identify suffixes and their meaning.</p>	<p><b>What we are learning (LO):</b></p> <p><b>Group 1:</b> CVCC focus</p> <p><b>Group 2:</b> Common words Year 3 /4.</p> <p><b>Group 3:</b> Use current text to identify prefixes and their meaning.</p>

	adult to test you on the words you chose last week. Please choose 10 new words from the Year 3/4 list and apply chosen strategy to practise spelling.	conjunction and clause.			
Maths	<p><b>What we are learning (LO):</b> To multiply 1-digit numbers by 2-digit numbers</p> <p><b>Must:</b> Know that multiplication is repeated addition</p> <p><b>Should:</b> Multiply numbers using place value charts</p> <p><b>Could:</b> Multiply numbers using repeated addition column method</p> <p><b>Activity:</b> Chn to follow input and use written place value charts to solve differentiated questions</p> <p><b>Resources:</b> multiply 1-digit by 2-digit input</p>	<p><b>What we are learning (LO):</b> To multiply 1-digit numbers by 2-digit numbers when exchanging</p> <p><b>Must:</b> Use column method as repeated addition when multiplying</p> <p><b>Should:</b> Multiply numbers using repeated addition column method</p> <p><b>Could:</b> Exchanges ones for tens when multiplying 2-digit numbers</p> <p><b>Activity:</b> Chn to follow input and use repeated addition (column method) to solve differentiated questions</p> <p><b>Resources:</b> crossing 10 input</p>	<p><b>What we are learning (LO):</b> To practice my times tables</p> <p><b>Must:</b> Practice 5 and 10 times tables.</p> <p><b>Should:</b> Practice 5, 10 and 2 times tables.</p> <p><b>Could:</b> Practice times tables beyond 5, 10 and 2s.</p> <p><b>Activity:</b> Use your TTRS account to practice your tables for 20 mins. Complete your next times tables test and write the time it took you on the top.</p> <p><b>Resources:</b> TTRS, times tables sheets</p>	<p><b>What we are learning (LO):</b> To multiply 1-digit numbers by 2-digit numbers by partitioning</p> <p><b>Must:</b> Know how to partition a 2-digit number into tens and ones.</p> <p><b>Should:</b> Partition a 2-digit number before multiplying it by a 1-digit number</p> <p><b>Could:</b> Use column method to recombine your answer</p> <p><b>Activity:</b> Chn to follow input and use partitioning to solve differentiated questions</p> <p><b>Resources:</b> partitioning input</p>	<p><b>What we are learning (LO):</b> To solve word problems when multiplying 1-digit numbers by 2-digit numbers</p> <p><b>Must:</b> Know and follow the steps of RUCSAC when solving word problems.</p> <p><b>Should:</b> Use repeated addition to solve multiplication word problems</p> <p><b>Could:</b> Use repeated addition to solve multiplication word problems when crossing 10</p> <p><b>Activity:</b> Children to follow input and solve differentiated multiplication word problems</p> <p><b>Resources:</b> word problems input and differentiated word problem sheets</p>
Foundation subjects	<p><b>History</b></p> <p><b>What we are learning (LO):</b> To find out about Egyptian life by looking at artefacts</p> <p><b>Vocabulary:</b> artefact, Egyptian, ancient</p> <p><b>Must:</b> Describe artefacts by looking at sources</p>	<p><b>RE</b></p> <p><b>What we are learning (LO):</b> I know that Christians believe Jesus could make a difference</p> <p><b>Vocabulary:</b> faith, miracle, transform, message, gospel, Bible, Torah</p>	<p><b>Science</b></p> <p><b>What we are learning (LO):</b> To identify the poles of a magnet</p> <p><b>Vocabulary:</b> attract, repel, force, push, pull, magnet, magnetic</p> <p><b>Must:</b> Know what the words attract and repel mean</p>	<p><b>Art</b></p> <p><b>What we are learning (LO):</b> To reflect on the life and work of David Hockney</p> <p><b>Must:</b> Describe some of David Hockney's famous pieces</p> <p><b>Should:</b> Share key facts about the life and work of David</p>	<p><b>PE/Golden Time</b></p> <p>Please use this afternoon to work through one of the PE activities created by Mrs Helps.</p> <p>Once this is complete, please catch up with any unfinished work and enjoy some well-deserved Golden Time!</p>

	<p><b>Should:</b> Raise questions about artefacts by looking at sources</p> <p><b>Could:</b> Decide what an artefact might have been used as.</p> <p><b>Activity:</b> Chn to look at pictures of Egyptian artefacts, describe them, ask questions and make predictions.</p>	<p><b>Must:</b> Retell a gospel story</p> <p><b>Should:</b> Explain what this gospel story tells Christians about Jesus</p> <p><b>Could:</b> Explain what the gospels are and where they are found in the bible.</p> <p><b>Activity:</b> Create a story board of the miracle of Jesus turning water into wine.</p> <p><b>Extension:</b> Can you explain what the gospels are and where they are found in the bible?</p>	<p><b>Should:</b> Know which poles of a magnet attract and which repel</p> <p><b>Could:</b> Know which three metals are attracted to magnets</p> <p><b>Activity:</b> Children to use magnets and explore how they work. Children to draw a diagram of which poles attract and repel.</p>	<p><b>Hockney.</b></p> <p><b>Could:</b> Reflect on your own opinions of David Hockney's work.</p> <p><b>Activity:</b> Make notes on what you have learnt about David Hockney in a mind-map.</p>	
<p><b>PSHE</b></p>	<p><b>What we are learning (LO):</b> Keeping Safe including when working in TEAMS online and researching using search engines.</p> <ul style="list-style-type: none"> <li>• recognise there are rules to help keep people safe when online and that these should be followed whenever someone is online</li> <li>• give examples of online safety rules and practices</li> </ul> <p><b>Vocabulary:</b> TEAMS, online, private, privacy, exposure,</p> <p><b>Must:</b> Realise that comments said and written are shared with everyone.</p> <p><b>Should:</b> Only say and write positive things and consider manners at all times, including the appropriate use of vocabulary.</p> <p><b>Could:</b> Follow all agreed rules to keep everyone safe and happy, and to tell an adult if anything is troubling you.</p> <p><b>Activity:</b> Practise skills in keeping safe when working in TEAMS online and researching information using search engines.</p>				

