

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 18th	Tuesday 19th	Wednesday 20th	Thursday 21st	Friday 22nd
English	<p>What we are learning (LO): To improve a shared acrostic</p> <p>Must: Know that we can make a poem even better by choices words with care.</p> <p>Should: Be able to include a simile to improve description.</p> <p>Could: Use all skills developed including alliteration</p> <p>Activity: to look at example of a simplified acrostic together. To improve it with adjectives, alliteration and similes.</p> <p>Resources: Powerpoint. Editing and improving simple acrostics.</p>	<p>What we are learning (LO): To understand that plans will help us to produce better quality writing.</p> <p>Must: Be able to think about responsibilities that you have.</p> <p>Should: be able to plan using a mind map and a word bank for words beginning with each of the letters in RESPONSIBILITY.</p> <p>Could: Develop our plans by considering similes/alliteration.</p> <p>Activity: Identify the responsibilities that we have. Create a mind-map to explore the theme, knowing that in the planning stage, they are a selection of ideas that we might develop further. Decide which ideas we will focus on. Have any you ideas on how you could add alliteration or similes?</p> <p>Resources: Powerpoint</p>	<p>What we are learning (LO): to know that our plans can be a good resource when writing our acrostic poem.</p> <p>Must: Create an acrostic poem.</p> <p>Should: Be able to use your plan from yesterday so your original ideas are developed.</p> <p>Could: Include similes, adjectives and alliteration to improve your poem.</p> <p>Resources: You will need your plan (previous learning.)</p>	<p>What we are learning (LO): To understand that we need to publish results with focus on handwriting.</p> <p>Must: Be able to copy each line of your poem in your neatest handwriting.</p> <p>Should: Be able to use some joins when publishing in cursive style.</p> <p>Could: Be able to use diagonal and horizontal lines in cursive joins.</p> <p>Activity: To publish your poem neatly and to send it via email to school.</p> <p>Resources: You will need your poem from yesterday.</p> <p>Publish acrostic poem with framed border to be sent out</p> <p>Activity: Publish acrostic poem with framed border to be sent out</p>	<p>What we are learning (LO): To know that contractions are shortened forms of words.</p> <p>Must: understand that words can be shortened.</p> <p>Should: Be able to contract 2 words.</p> <p>Could: Be able to edit passages with contracted forms.</p> <p>Activity: SPAG- contractions. Children to contract words by removing letters and adding apostrophes. Have a go at reading the text and replacing words with contractions.</p> <p>Resources: Powerpoint to revise contractions.</p>

<p>Guided Reading</p>	<p>What we are learning (LO): I can read and respond to a non-fiction text</p> <p>Must: Read text carefully and make sure you understand it.</p> <p>Should: Be able to discuss what you read with someone else.</p> <p>Could: Use a dictionary to look up definitions of words you don't understand.</p> <p>Activity: Reading comprehension</p> <p>Use this time to read and make sure you understand what you have read. Would you now be in a position to tell an adult all about it? You do not have to answer the questions today as this has been planned in on Wednesday.</p> <p>Resources: Reading Comprehensions</p> <p><u>Those reading ORT 6 or below can access the</u></p> <p><u>Those reading ORT 7 and above please read Shark Infested Facts</u></p> <p><u>Competent readers who are now on chapter books please read</u></p>	<p>What we are learning (LO): to know that a dictionary can be a useful tool to support acrostic poetry writing.</p> <p>Must: Know that a dictionary is in alphabetical order when searching for key words.</p> <p>Should: Be able to select words to support first words on each of your lines in your acrostic.</p> <p>Could: Make interesting choices to produce a thoughtful acrostic.</p> <p>Activity: Use this skill to support today's writing in searching for words beginning with the letters in RESPONSIBILITY.</p> <p>Resources: You will need a dictionary or be able to use an online dictionary</p>	<p>What we are learning (LO): I can respond to a non-fiction text</p> <p>Must: Read questions carefully so that you understand what you are seeking answers to.</p> <p>Should: Be able to scan text to recall information.</p> <p>Could: Infer when questions want you to consider the information.</p> <p>Activity: Comprehension questions.</p> <p>Resources: Refer to resources sent out on Monday</p>	<p>What we are learning (LO): To understand the importance of thinking more deeply about a character and their behaviours.</p> <p>Must: Be able to read along with the adult leading the group.</p> <p>Should: Respond to teacher's questions that establish more deeply what you are reading.</p> <p>Could: Use the information gathered to support the questions to follow the activity.</p> <p>Activity: To use 'Think aloud' as a strategy when reading a short excerpt. Parents are invited to attend as you might find the strategy useful when you read with your child.</p> <p>Resources: The actual excerpt and questions will remain a secret until the live lesson and be sent out after.</p>	<p>Although Friday is Golden Time, please make sure you are reading every day. Have you got a book that you can read each night? Leave it on a cliff hanger (which means an exciting part) so you look forward to returning it.</p>
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Phonics	<p>Group 1: Focus: CCVCC</p> <p>Group 2: Can you complete a spelling test on the common words that you worked on daily in phonics.</p> <p>Group 3: Group 3: Can you get your 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.</p>	<p>Group 1: Focus: CCVCC</p> <p>Group 2: Focus: Focus 'er' including polysyllabic. Common words for year 3/4 .</p> <p>Group 3: Use your chosen words and create extended sentences using a subordinate conjunction and clause.</p>	<p>Group 1: Focus: CCVCC</p> <p>Group 2: 'ch' as in Chris and Year 3/4 common words.</p> <p>Group 3: Challenge</p>	<p>Group 1: Focus: CCVCC</p> <p>Group 2: Focus 'ch' as in machine. Year 3/4 common words.</p> <p>Group 3: Challenge</p>	<p>Group 1: Focus: CCVCC</p> <p>Group 2: Common word search for key words.</p> <p>Group 3: Challenge</p>
Maths	<p>What we are learning (LO): To use short multiplication</p> <p>Must: Use repeated addition when multiplying 2-digit by 3-digit numbers</p> <p>Should: Use short multiplication when multiplying by 2 and 3</p> <p>Could: Use short multiplication when multiplying by a variety of numbers</p> <p>Activity: Children to complete differentiated problems</p> <p>Resources: mon short multiplication input</p>	<p>What we are learning (LO): To develop my short multiplication skills</p> <p>Must: Use short multiplication when multiplying by 2 and 3</p> <p>Should: Use short multiplication when multiplying by a variety of numbers</p> <p>Could: Use carrying when using short multiplication</p> <p>Activity: Children to complete differentiated problems</p> <p>Resources: tue short multiplication input</p>	<p>What we are learning (LO): To practice my times tables</p> <p>Must: Practice 5 and 10 times tables.</p> <p>Should: Practice 5, 10 and 2 times tables.</p> <p>Could: Practice times tables beyond 5, 10 and 2s.</p> <p>Activity: 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>Resources: TTRS, times tables sheets</p>	<p>What we are learning (LO): To extend my short multiplication skills</p> <p>Must: Use short multiplication when multiplying by a variety of numbers</p> <p>Should: Use carrying when using short multiplication</p> <p>Could: Use carrying when using short multiplication with 3 digit answers</p> <p>Activity: Children to complete differentiated problems</p> <p>Resources: thu short multiplication input</p>	<p>What we are learning (LO): To check my methods carefully</p> <p>Must: Identify any previous mistakes made in short multiplication</p> <p>Should: Identify and correct the mistakes of others in short multiplication</p> <p>Could: Respond with reasoning when considering how mistakes could have been made in short multiplication</p> <p>Activity: Children to select numbers and create number sentences to practice what they have learnt this week.</p> <p>Resources: fri spot the mistake input</p>
Foundation subjects	<p>Handwriting</p> <p>What we are learning (LO): To</p>	<p>Art</p> <p>What we are learning (LO): To use a cubist style when</p>	<p>Science</p> <p>What we are learning (LO): To show understanding of healthy</p>	<p>Geography</p> <p>What we are learning (LO): To identify basic needs and begin</p>	<p>PE/Golden Time</p> <p>Please use this afternoon to work through one of the PE</p>

	<p>use cursive joins accurately.</p> <p>Must: Be able to begin in the correct position for every letter</p> <p>Should: Be able to position letters correctly, including ascenders and descenders</p> <p>Could: Be able to use horizontal and vertical joins</p> <p>Activity: A video has been prepared which parents are invited to watch with their child if they want to learn more about how handwriting is going to developed during home learning.</p>	<p>creating a photo collage</p> <p>Vocabulary: David Hockney, photo collage, cubist, joiners</p> <p>Must: Use images to create a photo collage</p> <p>Should: Take photos that overlap one another in the same spot</p> <p>Could: Organize photos in a creative, overlapping style to show multiple perspectives</p> <p>Activity: Children to create a photo collage, inspired by David Hockney</p> <p><u>Please note, your child will need access to a camera for this task. If you require photos to be printed, please send them into the class email and we will leave them in the school office to collect ASAP.</u></p>	<p>quantities of nutrients</p> <p>Vocabulary: nutrients, carbohydrates, fats, proteins, nutrients and minerals</p> <p>Must: Show the amount of nutrients humans need in a pie chart</p> <p>Should: Sort foods with saturated and unsaturated fat in them</p> <p>Could: Explain the difference between saturated and unsaturated fats</p> <p>Activity: Children to create a pie chart of the nutrients needed by humans. Children to sort foods into saturated and unsaturated fat.</p>	<p>to explore views on poverty.</p> <p>Vocabulary: basic need, want, education, health care</p> <p>Must: Sort experiences and objects into needs and wants</p> <p>Should: Add to these lists with examples from your own experience</p> <p>Could: Give your own definition of poverty, giving examples.</p> <p>Activity: Children to use slides to sort experiences/objects into needs and wants. Children to follow up with the appropriate extension.</p>	<p>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>
PSHE	<p>What we are learning (LO): Responsibilities (Our Golden Thread)</p> <p>Vocabulary: behavior, acceptable, anti-social, discussion, opinion, empathy,</p> <p>Must: Be able to listen each other's views</p> <p>Should: Be able to contribute to towards a discussion</p> <p>Could: Be able to accept somebody's opinion and to respond respectfully</p> <p>Activity: Have a discussion at home with adults present. Talk about what the term anti-social behaviour means and give examples. Consider how anti-social behaviour might affect people. Explain what people should do if they experience or witness anti-social behaviours.</p>				