

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
<p>English</p> <p>This week we are working on an English plan and not the actual writing of the story</p>	<p>What we are learning (LO): To know that ideas can be supported by our imaginations</p> <p>Must: Be able to consider places that you enjoy visiting in your local area.</p> <p>Should: Be able to think about places beyond that bring you pleasure.</p> <p>Could: Be able to use your imagination to think of places that you haven't yet visited.</p> <p>Activity: Log into the Library of Everything assembly. If you have watched it already, fast forward to 17 minutes.</p> <p>Create a mind-map to show what places in your local and extended environment that you would like to visit in your dreams.</p> <p>Resources: https://vimeo.com/501538152/ceb5e99d1e</p>	<p>What we are learning (LO): To understand features of story writing.</p> <p>Must: Be able to identify that the setting and build up occurs in the beginning of the story.</p> <p>Should: Be able to create ideas to support the opening of your story (Setting & Build up)</p> <p>Could: Support your initial ideas with adjectives/similes</p> <p>Activity: Story setting. Avery, (the new guardian in training from the Library of Everything) requests that your story begins in your home setting. Use some shared questions and your writing resources books to draft a plan to create an opening and build up to your story.</p> <p>Resources: Prompt questions/ writing resource books. PowerPoint</p>	<p>What we are learning (LO): To understand features of story writing.</p> <p>Must: Be able to use your imagination as you enter the world of make believe.</p> <p>Should: Be able to plan your problem and find a solution.</p> <p>Could: As above and to consider the use of vocabulary – adjectives/similes.</p> <p>Activity: Focus: problem. This is the part when you need to consider what the problem is going to be – this might be things you are missing because of COVID. Move onto the solution and use your imagination to enter the world of dream where anything is possible.</p> <p>Resources: PowerPoint</p>	<p>What we are learning (LO): To understand features of story writing.</p> <p>Must: Be able to consider how your story ends.</p> <p>Should: Be able to develop your story ending to ensure your story ending isn't abrupt</p> <p>Could: As above and to consider word choices.</p> <p>Activity: Ending. How does your story end? What happens when you wake up? How will you pull your story together to ensure it has closure?</p> <p>Resources: Powepoint</p>	<p>What we are learning (LO): SPAG</p> <p>To understand use of 'sion' and 'tion'</p> <p>Must: Be able to read words using 'tion' (Complete word search to support).</p> <p>Should: Be able to segment and read polysyllabic words using 'sion' and 'tion'</p> <p>Could: Segment and spell words using 'sion' and 'tion'</p> <p>Activity: To read and understand how sion/tion are used. Segment into syllables to improve spelling. Use words in you own sentences.</p> <p>Powerpoint.</p> <p>Next steps: Next week, we will be using the plan to write our story.</p>

<p>Guided Reading</p>	<p>What we are learning (LO): to use key features in Non-Fiction</p> <p>Must: Discuss features of non-fiction</p> <p>Should: Be able to use sub-headings to locate information</p> <p>Could: Be able to discuss what you have found out with an adult.</p> <p>Activity: Read and discuss the text.</p> <p>Resources: Differentiated comprehension.</p>	<p>What we are learning (LO): To respond to questions, showing understanding of what you have read.</p> <p>Must: Read questions with care.</p> <p>Should: Use features of non-fiction to locate information.</p> <p>Could: Write responses in full sentences.</p> <p>Activity: Re-read text and respond to questions.</p> <p>Resources: Differentiated questions to support reading.</p>	<p>What we are learning (LO): To know how to unpick a story</p> <p>Must: Be able to read and retell the story.</p> <p>Should: Be able to consider how the stories can be split into story mountain headings.</p> <p>Could: Choose your own stories to repeat the process.</p> <p>Activity: To read the fairy tale. Use the story mountain headings. Draw the mountain, if you find it more helpful. Think about what you have read and identify the beginning, build up, problem, solution and ending.</p> <p>Resources: Fairy tale. PowerPoint.</p>	<p>What we are learning (LO): To know how to summarise a story</p> <p>Must: Be able to tell a story.</p> <p>Should: Be able to retell a story in 6 sentences.</p> <p>Could:</p> <p>Activity: Read the fairy story and try to retell it as few sentences as you can. Draw around your hand and then write a sentence to go on each finger and then place one sentence in the middle of your hand. Can you hold the story in one hand?</p> <p>Resources: Powerpoint.</p>	<p>Before you begin Golden Time, please can you publish your Acrostic poetry from last week so that it can be added to the gallery.</p> <p>Golden Time</p>
<p>Phonics</p>	<p>Group 1 - Focus: reading and spelling two-syllable words</p> <p>Group 2 – Alternative pronunciation of ‘a’ (pass) and Year 3/4 common words.</p> <p>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 - reading and spelling two-syllable words</p> <p>Group 2 - Alternative pronunciation of ‘a’ (acorn) and Year 3/4 common words.</p> <p>Group 3- Use your chosen words and create extended sentences using a subordinate conjunction and clause.</p>	<p>Group 1 - reading and spelling two-syllable words</p> <p>Group 2 - Alternative pronunciation of ‘a’ (want) and Year 3/4 common words.</p> <p>Group 3- Fix the Sentence challenge</p>	<p>Group 1 - reading and spelling two-syllable words</p> <p>Group 2 – Alternative pronunciation of ‘a’ Year 3/4 common words.</p> <p>Group 3- Crossword challenge</p>	<p>Group 1 - reading and spelling two-syllable words</p> <p>Group 2 – Common word focus – Word search/revision of all words for Monday’s test.</p> <p>Group 3- Reading maze challenge</p>

<p>Maths</p>	<p>What we are learning (LO): To divide a 2-digit number by a 1-digit number</p> <p>Must: Use place value grids to divide 2-digit numbers by 2</p> <p>Should: Use place value grids to divide 2-digit numbers by 2, 3 and 4</p> <p>Could: Use place value grid to divide 2-digit numbers</p> <p>Activity: Children to solve division problems using place value charts</p> <p>Resources: Monday's Maths input</p>	<p>What we are learning (LO): To use reasoning when dividing 2-digit numbers by 1-digit numbers</p> <p>Must: Use place value grids to solve division problems</p> <p>Should: Compare division problems using greater than, less than and equal to signs.</p> <p>Could: Compare a variety of division problem using greater than, less than and equal to signs.</p> <p>Activity: Children to solve division problems using place value charts and compare them using greater than and less than symbols.</p> <p>Resources: Tuesday's Maths 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 use scaling</p> <p>Must: Use blocks or stacking objects to explore scaling</p> <p>Should: Draw images to explore scaling</p> <p>Could: Use times tables knowledge to explore scaling</p> <p>Activity: Children to complete a chart to explore scaling a tower of blocks up by different levels</p> <p>Resources: Thursday's Maths input</p>	<p>What we are learning (LO): To use scaling to solve problems</p> <p>Must: Solve scaling questions by looking at making something twice as big</p> <p>Should: Solve scaling questions by using times table knowledge up to 6</p> <p>Could: Solve scaling questions by using times table knowledge up to 11</p> <p>Activity: Children to solve a variety of scaling word problems</p> <p>Resources: Friday's Maths input</p>
<p>Foundation subjects</p>	<p>History</p> <p>What we are learning (LO): To compare life in Ancient Egypt to my own life</p> <p>Must: Consider how Ancient Egyptian life is different to your own.</p> <p>Should: Consider the similarities and differences between modern life and life in Ancient Egypt.</p> <p>Could: Reflect further on the similarities and why these are</p>	<p>Geography</p> <p>What we are learning (LO): To explore views on poverty</p> <p>Must: Consider the feelings of someone living in poverty and what they might have lost.</p> <p>Should: Reflect on the impact of war and how this could cause poverty.</p> <p>Could: Consider how war could change someone's daily life and ability to earn money</p> <p>Activity: Children to learn</p>	<p>Science</p> <p>What we are learning (LO): To sort animals based on their skeletons</p> <p>Must: sort animals based on their skeletons</p> <p>Should: draw a diagram of each type of skeleton</p> <p>Could: Label your diagrams with the pros and cons of each.</p> <p>Activity: Children to sort animals into their skeleton</p>	<p>Art</p> <p>What we are learning (LO): To use a viewfinder to focus on a small part of a piece of art.</p> <p>Must: Consider the thoughts and feelings of subjects in a painting</p> <p>Should: Consider the artist's use of colour</p> <p>Could: Consider the artist's techniques in reflecting the emotions of the subject</p>	<p>PE/Golden Time</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>still important today.</p> <p>Activity: Children to reflect on artist recreations and reflect on the similarities and difference between their own life and life in Ancient Egypt.</p> <p>Resources: What was life like in Ancient Egypt input</p>	<p>about the different causes of war before focusing on war as a cause and how this would affect someone.</p> <p>Resources: Causes of poverty input</p>	<p>categories and create labelled diagrams to show the pros and cons of each.</p> <p>Resources: Types of Skeleton input</p>	<p>Activity: Children to use a viewfinder to focus on a small section of 'Men of the Docks' and answer questions about the subjects and the artist's techniques.</p> <p>Resources: Men of the docks input</p>	
<p>PSHE</p>	<p><u>Money</u> (Geography links to poverty)</p> <p>Be able to explain why we need money</p> <p>Give reasons for why it may not be possible for people to have everything they want straight away, if at all</p>				