

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>SPAG</p> <p>What we are learning (LO): To know how to punctuate direct speech.</p> <p>Must: be able to use inverted commas to show spoken words.</p> <p>Should: Be able to vary reporting clauses when writing spoken speech.</p> <p>Could: Identify mistakes made in direct speech.</p> <p>Activity: Revise features of direct speech. SPAG.</p> <p>Resources: Powerpoint</p>	<p>CC: Art – Take One</p> <p>What we are learning (LO): To know how to use direct speech</p> <p>Must: Ensure conversation is created to reflect the subject in our Take One Painting</p> <p>Should: Use inverted commas to punctate a conversation between the characters.</p> <p>Could: Be able to vary reporting clauses in your characters speech.</p> <p>Activity: Look closely at our Take One photo. Focus on the men in the forefront and imagine the conversations that are happening. Imagine they are talking about the city. How can you show city dreams in their conversations? Use features of direct speech when recording the conversations.</p> <p>Resources: Don't use said poem. Powerpoint.</p>	<p>CC: ICT/Geography – Take One Art</p> <p>What we are learning (LO): To recognise important landmarks in London.</p> <p>Must: Be able to identify and name London landmarks.</p> <p>Should: Make a mind-map and record landmarks that we've shared and others that you know.</p> <p>Could: Use Google maps to explore landmarks and their position in relation to the River Thames</p> <p>Activity: To discuss London city – landmarks and create a mind map. Notice how the River separates some landmarks, not dissimilar to our Take One painting.</p> <p>Resources: Powerpoint</p>	<p>CC: ICT/Geography/History Take One Art</p> <p>What we are learning (LO): to research city landmarks to explore position and change over time.</p> <p>Must: Be able to use Kidrex as a search engine.</p> <p>Should: Be able to research the history and location of your landmark choices.</p> <p>Could: To research how your chosen landmarks changed their purpose over time.</p> <p>Activity: What makes London, London? Choose a selection of your landmarks to research. What is the purpose of the buildings? What can you find out about them? Download images of your choices as these buildings will support your art this afternoon.</p>	<p>What we are learning (LO): To follow instructions to build 3D models of London Landmarks</p> <p>Must: Read instructions in order to build your London Landmark</p> <p>Should: Recognise and follow the imperative verbs when assembling.</p> <p>Could: Review the instructions by considering whether they effectively supported your model building.</p> <p>Activity: Choose a landmark that you would like to build into a 3D model. Follow the instructions to create – Big Ben, Buckingham Palace, London Eye or Tower Bridge.</p> <p>Resources: 2D prints for model building.</p>

<p>Guided Reading</p>	<p>What we are learning (LO): To develop positive attitudes to reading and be able to discuss characters in depth.</p> <p>Must: Listen carefully and consider the actions of characters.</p> <p>Should: Consider why George’s grandmother is different to other grandmothers.</p> <p>Could: Discuss how the Grandmother’s actions made George feel.</p> <p>Activity: George’s Marvellous Medicine read by our librarian. Part One</p> <p>Resources: https://vimeo.com/50493230</p>	<p>What we are learning (LO): To develop positive attitudes to reading and be able to discuss characters in depth.</p> <p>Must: Focus on George and discuss his actions.</p> <p>Should: Consider what George intended to gain from his actions.</p> <p>Could: Discuss how his emotions might have affected his decisions.</p> <p>Activity: George’s Marvellous Medicine read by our librarian.</p> <p>Part Two</p> <p>Resources: https://vimeo.com/504936572</p>	<p>What we are learning (LO): To develop positive attitudes to reading and be able to discuss the impact of the character’s actions.</p> <p>Must: Be able to discuss what you have listened to.</p> <p>Should: Be able to discuss and share your opinions about what you have read.</p> <p>Could: Talk about Roald Dahl as an author and the intended humour in his characters.</p> <p>Activity: George’s Marvellous Medicine read by our librarian.</p> <p>Part Three and Four</p> <p>Resources: https://vimeo.com/504940967 https://vimeo.com/507415484</p>	<p>What we are learning (LO): To know how to summarise a story.</p> <p>Must: Be able to identify the main points of the story by considering story features – story mountain.</p> <p>Should: Be able to summarise the story in a limited amount of sentences.</p> <p>Could: Use concise vocabulary to write a summary.</p> <p>Activity: George’s Marvellous Medicine read by our librarian. Write a summary so far. This can be added to once the book is complete.</p> <p>Part five and Six Resources: https://vimeo.com/507416768 https://vimeo.com/507419273</p>	<p>What we are learning (LO): to understand and use features of a review.</p> <p>Must: Be able to offer opinions about a story using ‘because’ or ‘in my opinion’.</p> <p>Should: Comment on characters that you like or feel empathy with.</p> <p>Could: Be able to explain to others reasons to support your opinions by drawing upon parts of the story without giving the end away.</p> <p>Activity: George’s Marvellous Medicine read by our librarian. Write a book review.</p> <p>Part Seven</p> <p>Resources: https://vimeo.com/507421257</p>
<p>Phonics</p> <p>See Powerpoints for each group.</p>	<p>Group 1: ai/ay & key words</p> <p>Group 2: ou (Out) ou (soup)</p> <p>Group 3: Weekly spelling test of words learnt in previous week</p>	<p>Group 1: ow/ou & key words</p> <p>Group 2: ou key words & contracted forms</p> <p>Group 3: Use your chosen words and create extended sentences using a variety of coordinating and subordinating conjunctions.</p>	<p>Group 1: igh/ie & key words</p> <p>Group 2: ou (shoulder)</p> <p>Group 3: Fix the Sentence challenge</p>	<p>Group 1: ee/ea & key words</p> <p>Group 2: ou word sorting according to categories covered so far</p> <p>Group 3: Crossword challenge</p>	<p>Group 1: phonics games to reinforce sounds covered https://www.phonicsbloom.com/uk/game/odd-and-bob?phase=5</p> <p>Write own sentences.</p> <p>Group 2: syllable sorting – common words covered so far this term.</p> <p>Group 3: Reading maze challenge</p>

<p>Maths</p>	<p>What we are learning (LO): To add money using formal written methods</p> <p>Must: To know how to write pounds and pence using a decimal point</p> <p>Should: To add simple amounts using column method</p> <p>Could: To add amounts of money that cross 10 using column method</p> <p>Activity: Children to complete differentiated problems when adding money</p> <p>Resources: mon adding money column method input</p>	<p>What we are learning (LO): To subtract money using formal written methods</p> <p>Must: To subtract simple amounts using column method</p> <p>Should: To subtract amounts that cross 10 using the column method</p> <p>Could: To subtract amounts that cross 10 more than once using column method</p> <p>Activity: Children to complete differentiated problems when subtracting money</p> <p>Resources: tue subtracting money column method 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 find change</p> <p>Must: Find change from 20p</p> <p>Should: Find change from 50p or £1</p> <p>Could: Find change from a variety of coins</p> <p>Activity: Complete differentiated word problems to explore how much change is needed</p> <p>Resources: thu finding change input</p>	<p>What we are learning (LO): To recap my knowledge of division</p> <p>Must: Use place value charts or the honey pot method to support division</p> <p>Should: Use short division to solve simple division problems</p> <p>Could: Use short division to solve more complex division problems</p> <p>Activity: Children to refresh their division skills and learn a new division method (short division/bus stop method)</p> <p>Resources: fri division update input</p>
<p>Foundation subjects</p>	<p>Art</p> <p>What we are learning (LO): To use George Bellows's work as a stimulus for collage</p> <p>Must: Know what is meant by collage</p> <p>Should: Consider how Bellows's work had been divided into three sections</p> <p>Could: Divide your own work into three sections when creating a backdrop for your collage.</p> <p>Activity: Children to create a</p>	<p>Art</p> <p>What we are learning (LO): To use variety of recycled materials to collage including fabric</p> <p>Must: Create subjects for your picture using collage.</p> <p>Should: Use recycled materials including fabrics when creating your subjects.</p> <p>Could: Consider the body language and positioning of your subjects.</p> <p>Activity: Children to use a</p>	<p>Away from Screen afternoon</p> <p>Please use Mrs Helps resources sent via the class email to support your weekly PE.</p>	<p>Art</p> <p>What we are learning (LO): To can cut accurately and overlap materials in collage</p> <p>Must: Use a variety of materials to create a cityscape backdrop.</p> <p>Should: Refer to your research and cut accurately to create recognisable London landmarks.</p> <p>Could: Overlap materials effectively to build up your cityscape.</p>	<p>Art</p> <p>What we are learning (LO): To add to my work to create texture and shape</p> <p>Must: Add a significant local landmark to your collage</p> <p>Should: Consider your use of texture by using a variety of resources to complete your collage</p> <p>Could: Consider the size and layering of your features to create perspective.</p> <p>Activity: Children to add a</p>

	backdrop for their collage, splitting their page into 3 to leave space for the city, themselves and the distance between.	variety of materials to create collaged subjects. These should be created separately and will be added to the foreground later in the week.		Activity: Children to use a variety of materials to cut, shape and layer in a cityscape background to their collage.	local landmark or place of significance to their collage. Children to complete artwork by adding this element and their subjects to the foreground of their picture.
PSHE	<p>CC: Art – Take One - Recycling</p> <p>To identify what the earth’s resources are used for (electricity, paper, fuel etc.)</p> <ul style="list-style-type: none"> • identify that there is a limited supply of the earth’s resources • recognise that if one group of people use all the resources there are not enough for others and how this relates to the environment • describe or demonstrate what can be done in school to help environmental sustainability (e.g. paper recycling) 				

Take One Picture: George Bellows- Men of the Docks.

