**ROTHERHITHE PRIMARY SCHOOL**

**School Closure Weekly Timetable**

**Year 3- Pearl and Endeavour**

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| **Subject** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **English****Everyday:****Reading** (20-30 mins)[https://home.oxfordowl.](https://home.oxfordowl.co.uk/reading/) [co.uk/reading/](https://home.oxfordowl.co.uk/reading/)**Handwriting practise** (Twinkl Common Exception Words):[https://www.twinkl.co.u](https://www.twinkl.co.uk/resource/year-3-year-4-statutory-spelling-words-handwriting-activity-sheets-t-e-2549615) [k/resource/year-3-year-](https://www.twinkl.co.uk/resource/year-3-year-4-statutory-spelling-words-handwriting-activity-sheets-t-e-2549615) [4-statutory-spelling-](https://www.twinkl.co.uk/resource/year-3-year-4-statutory-spelling-words-handwriting-activity-sheets-t-e-2549615) [words-handwriting-](https://www.twinkl.co.uk/resource/year-3-year-4-statutory-spelling-words-handwriting-activity-sheets-t-e-2549615) [activity-sheets-t-e-](https://www.twinkl.co.uk/resource/year-3-year-4-statutory-spelling-words-handwriting-activity-sheets-t-e-2549615) [2549615](https://www.twinkl.co.uk/resource/year-3-year-4-statutory-spelling-words-handwriting-activity-sheets-t-e-2549615)Spelling Task: [http://www.ictgam](http://www.ictgames.com/mobilePage/lcwc/index.html) [es.com/mobilePag](http://www.ictgames.com/mobilePage/lcwc/index.html) [e/lcwc/index.html](http://www.ictgames.com/mobilePage/lcwc/index.html)**Phonics** (If your child usually has additional phonics sessions):[https://www.phonicspla](https://www.phonicsplay.co.uk/) [y.co.uk/#](https://www.phonicsplay.co.uk/)**Username: march20 Password: home** | **Writing Task:** **Lesson 1****In this lesson, we are going to explore the meaning of words using character descriptions**<https://www.thenational.academy/year-3/english/character-description-reading-comprehension-word-meaning-year-3-wk5-1>**Comprehension Task:** Choose a story and then answer the following questions: <https://www.storylineonline.net/>  **Comprehension** 1. Describe the characters in the story. 2. Describe how you think the main character feels in the beginning of the story. Describe the main character’s feelings at the end of the story.3. Explain the main idea of the story by retelling it in your own words. 4. Summarize the main facts in the story and discuss how they relate to the main idea of the story. 5. Locate sentences or phrases in the story you do not understand and infer the meanings. | **Writing Task:** **Lesson 2****In this lesson, we are going to explore comparison questions using character descriptions.**<https://www.thenational.academy/year-3/english/character-description-reading-comprehension-compare-year-3-wk5-2>**Comprehension Task:** Choose a story and then answer the following questions: <https://www.storylineonline.net/> 1. Give an example of someone you know who is like one of the characters in the story.
2. If you could have a conversation with one of the characters in the story, which character would you choose and what would you talk about?
3. Has anything in your life happened that is similar to the things that happened in the story?
4. What events in the story could not happen in real life?
5. Construct an illustration that shows the main characters in the story in a real life situation.
 | **Writing Task:** **Lesson 3****In this lesson, we are going to explore the features of a character description.**<https://www.thenational.academy/year-3/english/character-description-identifying-the-features-of-a-text-year-3-wk5-3> **Comprehension Task:** Choose a story and then answer the following questions: <https://www.storylineonline.net/> Analysis 1. Explain what part of the story was the most exciting to read and why.
2. Explain what part of the story was the funniest or the saddest and why.
3. Compare and/or contrast the facts in this story to facts in another story.
4. Examine and analyse the main character(s)’ feelings at the beginning, middle, and end of the story.
5. Classify and/or categorize these feelings as the same or different.
 | **Writing Task:** **Lesson 4****In this lesson, we are going to focus on the use of similes in a character description**<https://www.thenational.academy/year-3/english/character-description-spag-focus-similes-year-3-wk5-4>**Comprehension Task:**Read the first two chapters of any book and write down any words that you are not sure of (at least 8). Then, using a dictionary, find the meaning of each word and create your own mini glossary. | **Writing Task:****Lesson 5****In this lesson, we are going to plan and write a character description on a villain.**<https://www.thenational.academy/year-3/english/character-description-write-a-character-description-year-3-wk5-5>**Comprehension Task:**Reading for pleasure! Indulge in a new book or old favourite. |
| **Maths** | **Times Table Rock Stars**<https://ttrockstars.com/>**Maths with oak academy** In this lesson, we will start to understand what the word ‘angle’ means. We will begin to identify angles within objects and shapes before we start to compare the size of angles. <https://www.thenational.academy/year-3/maths/to-identify-and-recognise-angles-year-3-wk4-1> | **Times Table Rock Stars**<https://ttrockstars.com/>**Maths with oak academy**  In this lesson, we will review what an angle is. We will begin to explore various angles that are found inside 2-D shapes before noticing patterns between the number of sides and the number of angles.<https://www.thenational.academy/year-3/maths/to-identify-angles-inside-2-d-shapes-year-3-wk4-2> | **Times Table Rock Stars** [https://ttrockstars.c](https://ttrockstars.com/) [om/](https://ttrockstars.com/)**Maths with oak academy** In this lesson, we will be building on your angles learning and focusing specifically on right angles. We will explore these on their own, in shapes and in everyday objects.<https://www.thenational.academy/year-3/maths/to-recognise-right-angles-year-3-wk4-3>  | **Times Table Rock Stars** [https://ttrockstars.co](https://ttrockstars.com/) [m/](https://ttrockstars.com/)**Maths with oak academy**In this lesson, we will be building on our angle knowledge by introducing the terms acute and obtuse for those angles which are smaller (acute) and greater (obtuse) than right-angles. We will have time to look at these angles separately and within different shapes.<https://www.thenational.academy/year-3/maths/to-recognise-obtuse-and-acute-angles-year-3-wk4-4> | **Times Table Rock Stars**<https://ttrockstars.com/>**Maths with oak academy** In this lesson, we will be revisiting our angles learning from this week. We will revise what is meant by right, acute and obtuse angles. We will then have an opportunity to identify these angles and draw them.<https://www.thenational.academy/year-3/maths/to-revise-angles-year-3-wk4-5> |
| **Indoor Exercise** | Cosmic Kids Yoga [https://www.youtube.co](https://www.youtube.com/user/CosmicKidsYoga) [m/user/CosmicKidsYoga](https://www.youtube.com/user/CosmicKidsYoga)Joe Wicks <https://www.youtube.com/playlist?list=PLyCLoPd4VxBvQafyve889qVcPxYEjdSTl> Go Noodle:<https://www.gonoodle.com/> | Just Dance Kids <https://www.youtube.com/watch?v=ziLHZeKbMUo> Joe Wicks <https://www.youtube.com/playlist?list=PLyCLoPd4VxBvQafyve889qVcPxYEjdSTl> Go Noodle:<https://www.gonoodle.com/> | Cosmic Kids Yoga <https://www.youtube.com/user/CosmicKidsYoga> Joe Wicks<https://www.youtube.com/playlist?list=PLyCLoPd4VxBvQafyve889qVcPxYEjdSTl> Go Noodle:<https://www.gonoodle.com/> | Just Dance Kids<https://www.youtube.com/watch?v=ziLHZeKbMUo> Joe Wicks<https://www.youtube.com/playlist?list=PLyCLoPd4VxBvQafyve889qVcPxYEjdSTl> Go Noodle:<https://www.gonoodle.com/> | Cosmic Kids Yoga <https://www.youtube.com/user/CosmicKidsYoga> Joe Wicks<https://www.youtube.com/playlist?list=PLyCLoPd4VxBvQafyve889qVcPxYEjdSTl> Go Noodle:<https://www.gonoodle.com/> |
| **Foundation Subjects** | **Science- Rocks**  Children to find out how fossils are formed.The children can watch the videos. * <http://www.youtube.com/watch?v=TVwPLWOo9TE>
* <http://www.youtube.com/watch?v=3rkGu0BItKM>
* <https://www.bbc.co.uk/bitesize/topics/z9bbkqt/articles/z2ym2p3>

Then complete the diagram of the process of the fossil being formed. The sheet is called Science How a Fossil is Formed.  | **Geography** When people think of Britain they often think of people drinking tea or eating fish and chips, but there is more to Britain than just those things.<http://projectbritain.com/london/index.htm>Can you design a poster about things you enjoy about London? It could be about:* Food or drink
* Shops
* Museums and Galleries
* Parks

  | **History- Stone Age** What were Hunter Gatherers?Explore the page below.Can you read the information and watch the videos.<https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z34djxs>Can you explain now why they are called Hunter Gatherers?Can you either draw one of the tools that they used, or **SAFELY** with an adult make one of the tools that they used to hunt animals. | **Art/ DT** In this lesson we will first learn how to use our pencil to create interesting textures before creating a drawing of a view from a window.<https://www.thenational.academy/year-3/foundation/drawing-skills-how-can-we-use-texture-to-make-our-drawings-more-interesting-year-3-wk5-5> | **Music****To beatbox using rhythmic patterns**In this lesson, we will learn some basic rhythmic patterns and then use these to beatbox. <https://www.thenational.academy/year-3/foundation/to-beatbox-using-rhythmic-patterns-year-3-wk2-5> | * **Spanish**
* In this lesson we are going to learn about where Spanish is spoken in the world and we are going to learn the Spanish alphabet as well as numbers 1-10**.**
* <https://www.thenational.academy/year-3/foundation/el-alfabeto-y-los-numeros-year-3-wk1-2>
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| **Project work/****PSHE/Citizenship****Work/PSHE/citizens hip****Everyday:** [https://www.skills](https://www.skillsbuilder.org/homelearning) [builder.org/home](https://www.skillsbuilder.org/homelearning) [learning](https://www.skillsbuilder.org/homelearning) | **Let’s Wonder:**Create fact files about deadly predators. Draw pictures of the predators and label them with information they find out. Where does the predator live? Why does it live there? What does it eat? How does it capture its prey? What special qualities do these predators have? Make a food chain to demonstrate why a predator is at the top of the chain. They could make a set of top trump cards using the information they found out. | **Let’s Create:**Explore the artist Franz Marc. Find out who he was and what type of artist he was. What did he like to create pictures? Look at some of his paintings online. Then choose an animal to draw and add colour to, in a similar style to his. What do they think of his paintings? Did they like their finished piece of artwork? Why?/Why not?  | **Time to Talk:**Find out which animals are their family members' favourites and why. Have a family debate about whether zoos should exist? Discuss whether they agree/disagree and why? Do their family members have a different opinion to them? Why not debate whether animals should be kept as pets? | **Understanding Others and Appreciating Differences:**Which animals are considered to be sacred around the world and why? Who admires cows? Lions? Wolves? Which animals were important to the Egyptians and why? | **Be Active:**Make a meal by combining a variety of ingredients using a range of cooking techniques. Measure and weigh ingredients appropriately to prepare and cook a range of savoury dishes |
| **Mindfulness/****Wellbeing****Other options:** Headspace: (free) [https://www.headspace.](https://www.headspace.com/subscriptions) [com/subscriptions](https://www.headspace.com/subscriptions)Breath and Body: [https://it.pearson.com/c](https://it.pearson.com/content/dam/region-core/italy/pearson-italy/pdf/Docenti/breath_and_body.mp3) [ontent/dam/region-](https://it.pearson.com/content/dam/region-core/italy/pearson-italy/pdf/Docenti/breath_and_body.mp3) [core/italy/pearson-](https://it.pearson.com/content/dam/region-core/italy/pearson-italy/pdf/Docenti/breath_and_body.mp3) [italy/pdf/Docenti/breath\_and\_body.mp3](https://it.pearson.com/content/dam/region-core/italy/pearson-italy/pdf/Docenti/breath_and_body.mp3)Mindful colouring from Twinkl | **Hot Chocolate Breathing**Practise holding your imaginary cup of hot chocolate, breath in deeply and blow the steam away. Do this for 30 seconds. How do you feel? | **One Minute Mindful** Eating Take a minute to focus on smells around you. It might be when there is cooking going on or when you are going for a walk. Focus on how many different smells you can identify. How did they make you feel? Did you have a favorite smell? | **Practise ‘Take 5’ breathing**Hold your hands out and spread your fingers. With the finger of the other hand, trace the outline of a finger breathing in through your nose as you trace up. Breathing out through your mouth as you trace down. Keep going at a steady pace. |  **5 Senses** Can you name: 5 things you can see4 things you can feel 3 things you can hear2 things you can smell1 thing you can taste | **Pencil Disco**Take a pencil and hold it above a piece of paper. Play some music and close your eyes. As the music plays, allow the hand holding the pencil to move across in time with the music. Take a look at your creation! |