**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:** Character Description  **Lesson 1**  **In this lesson, we are going to learn how to retrieve information using a character description.**    <https://www.thenational.academy/year-3/english/character-description-reading-comprehension-fact-retrieval-year-3-wk4-1>  **Comprehension Task:**  Complete Activity One:  <https://www.bbc.co.uk/bitesize/articles/zjk9kmn> | **Writing Task:** Character Description  **Lesson 2**  **In this lesson, we are going to explore language questions using a character description.**  <https://www.thenational.academy/year-3/english/character-description-reading-comprehension-language-year-3-wk4-2>  **Comprehension Task:**  Complete Activity Two: <https://www.bbc.co.uk/bitesize/articles/zjk9kmn> | **Writing Task:** Character Description  **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-wk4-3>  **Comprehension Task:**  Complete Activity Three:  <https://www.bbc.co.uk/bitesize/articles/zjk9kmn> | **Writing Task:** Character Description  **Lesson 4**  **In this lesson, we are to going to focus on the use of conjunctions.** <https://www.thenational.academy/year-3/english/character-description-spag-focus-conjunctions-year-3-wk4-4>  **Comprehension Task:**  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.  *free eBooks*  [**https://home.oxfordowl.co.uk/books/free-ebooks/**](https://home.oxfordowl.co.uk/books/free-ebooks/)    <https://www.twinkl.co.uk/search?term=e+books> | **Writing Task:** Character Description  **Lesson 5**  **In this lesson, we are going to plan and write a character description on a superhero.**  <https://www.thenational.academy/year-3/english/character-description-write-a-character-description-year-3-wk4-5>  **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 explore fractions with differing denominators and numerators that are equal to each other.  <https://www.thenational.academy/year-3/maths/fractions-finding-equivalent-fractions-year-3-wk3-1> | **Times Table Rock Stars**  <https://ttrockstars.com/>  **Maths with oak academy**  In this lesson, we will continue to explore fractions with differing denominators and numerators that are equal to each other, focusing on thirds and sixths.  <https://www.thenational.academy/year-3/maths/fractions-finding-equivalent-fractions-year-3-wk3-2> | **Times Table Rock Stars** [https://ttrockstars.c](https://ttrockstars.com/) [om/](https://ttrockstars.com/)  **Maths with oak academy**  In this lesson, we will be using your knowledge of addition to add fractions with the same denominator. We will use lots of different pictures of fractions, as well as the part/whole model to help us.  <https://www.thenational.academy/year-3/maths/fractions-adding-fractions-with-the-same-denominator-year-3-wk3-3> | **Times Table Rock Stars** [https://ttrockstars.co](https://ttrockstars.com/) [m/](https://ttrockstars.com/)  **Maths with oak academy**  In this lesson, we will be using your knowledge of subtraction to take-away fractions with the same denominator. We will use lots of different pictures of fractions, as well as the part/whole model to help us.  <https://www.thenational.academy/year-3/maths/fractions-subtracting-fractions-with-the-same-denominator-year-3-wk3-4> | **Times Table Rock Stars**  <https://ttrockstars.com/>  **Maths with oak academy**  In this lesson, we will be revising everything you have learnt about fractions over the last 3 weeks of lessons. Looking at fractions as equal parts of a whole, how these can be represented in different ways, as well as unit and non-unit fractions, adding and subtracting fractions with the same denominator and equivalent fractions.  <https://www.thenational.academy/year-3/maths/fractions-revising-fractions-year-3-wk3-5> |
| **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**  Research a type of rock and create a fact sheet or poster.  Try and answer some of the following questions:  How is the rock formed?  What rock type is it**? Is it Igneous, Metamorphic or Sedimentary.**  What colour is it?  What is it used for?  Can you find out a fact that you didn’t know?  *For example,*  *Did you know toothpaste contains a small amount of chalk?* | **Geography**  Learn how to read a map and use a compass.  This lesson includes:   * two videos demonstrating how maps can be used * two activities to build map skills   <https://www.bbc.co.uk/bitesize/articles/zhtyvk7> | **History**  Learn what it was like to live in the Stone Age.  This lesson includes:  One video about life in Neolithic Britain  Three activities to build knowledge on life in the Stone Age  <https://www.bbc.co.uk/bitesize/articles/zd42xyc> | **Art/ DT**  **Texture Treasure Hunt**  In this lesson, we will learn about texture and collect rubbings of textured objects to make an artwork.  <https://www.thenational.academy/year-3/foundation/texture-treasure-hunt-year-3-wk4-5> | **Music**   * In this lesson we are going to be learning about pulse. We will clap the pulse to lots of different pieces of music from a variety of genres and also learn some songs! * <https://www.thenational.academy/year-3/foundation/pulse-year-3-wk1-5> * **Additional websites** * [http://creatingmusic.com/BlockGames/3×3/](http://creatingmusic.com/BlockGames/3x3/) * <http://www.musicgames.net/livegames/orchestra/orchestra2.htm> * <https://www.musicteachers.co.uk/resources/funstuff> |
| **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:**  What is the weather like around the world? Which countries are most likely to have a snowstorm, torrential rain, heatwaves etc..... Find out about natural disasters such as forest fires, earthquakes, tsunamis, floods, tornados etc..... How is climate change having an effect on the weather and natural disasters? | **Let’s Create:**  Using recycled materials design and make a recycling mascot to spread the word about the importance and need to recycle. Think about what it is going to look like? Which materials are they going to use? How are they going to join the materials together? Once completed, remember to evaluate their mascot. What would they do differently next time? Which parts did they find the most challenging and why? | **Time to Talk:**  Discuss environmental issues in the UK. Air pollution, climate change, litter, waste, and soil contamination are all examples of human activity that have an impact in the UK. What are the global environmental issues? Various processes that can be said to contribute to the global environmental problems include pollution, global warming, ozone depletion, acid rain, depletion of natural resources, overpopulation, waste disposal and deforestation ... These processes have a highly negative impact on our environment. Decide as a family how they could ‘do their bit’ to look after their environment e.g. you could set up a recycling station in their home; Paper, plastics and glass. | **Understanding Others and Appreciating Differences:**  Throughout our lives, culture and experience shapes worldviews, children growing up in the Netherlands, for example, have a much different understanding of the role of water in their lives than their peers in the Sahara Desert. The difference between the abundance and scarcity of water in each of these physical environments affects every aspect of their respective cultures, including the global perceptions they will carry with them throughout their lives. Think about food. How do they think people view food in the UK compared to those living in Ethiopia for example? Research a country where food and water are scarce. Find out about charities that help people in need, Red cross, Christain Aid, Islamic Relief or other charities that are significant to them. | **Be Active:**  Go outside and practise throwing and catching skills and keeping control of ball based equipment like bats and balls. Recommendation at least 2 hours of exercise a week. |
| **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 see  4 things you can feel  3 things you can hear  2 things you can smell  1 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! |