










Year 3 suggested weekly breakdown

Day:	Writing	Maths	Topic	Other
Monday	<p>Watch the video https://www.literacyshed.com/dont-go.html Explore both and surround them with vocabulary and useful phrases. If you wanted to, you could challenge yourself to write the words in the shape of the characters image!</p> <p>Think of adjectives and explore their personalities and the ways they behave. You might find that you can use opposites for each character. e.g. you might say that the pink character is very mischievous, whereas the cat is stern.</p> <p>Next, think of verbs to describe how they both move. The pink character might 'prance', whereas the cat might 'prowl'.</p> <p>Finally, explore adverbs. Can you describe the verbs you have used? For instance, I might say the pink character prances 'joyfully' or 'wildly'.</p>	<p>Have a go at today's maths activity in this week's revision booklet.</p> 	<p>Natural forces don't stop at country borders. For example, gravity affects us all no matter where we live on Earth. There's no such thing as English friction or African friction. The wind gusting at 70 kilometres per hour doesn't need a passport to cross from one country to another.</p> <p>You could research the following forces that have crossed borders:</p> <ul style="list-style-type: none"> • The Indian Ocean tsunami that crossed the ocean from India to Thailand and Malaysia in 2004 • The Atlantic Hurricane Katrina that passed from the Bahamas to Florida and the Gulf of Mexico in 2005 • The Icelandic volcanic eruption in 2010 which disrupted flights across western and northern Europe • The floods in Pakistan in 2010 that spread over an area of approximately 800,000 square kilometres <p>Think about the people whose lives can be devastated by natural forces. Can anything be done to stop these forces or minimise their effects? Is there a scientific solution?</p>	
Tuesday	<p>At the very start of the video, we are told: "There are things that you cannot see even with eyes wide open. And those are sometimes a cat's best friend". Design your own mischievous character that the cat could chase or interact with. You might want to sketch them quickly to help yourself, and then have a go at writing a short character description!</p>  <p>Think about how they move and their different features. You could even use similes, metaphors or</p> <p><u>Example</u> Wiggling and jiggling round the room like a jelly, He moved clumsily. His eyes bounced up and down like basketballs on a trampoline, occasionally swapping sides. On rare occasions, he stopped, and whatever surface he found himself on became his feet. With a grip like a plunger, he became impossible to move: tables, chairs or entire houses became his. To communicate, a very quiet squeal echoed from his mouth, sending ripples down even his own spine. This was Blobinoff.</p>	<p>Have a go at today's maths activity in this week's revision booklet.</p> 	<p>Find out about the work of international organisations and charities that provide emergency relief in the event of world natural disasters and crises. Unicef, Save the Children, the International Red Cross and Red Crescent are just a few examples.</p> <p>Find one that you like and create a poster, song, a drawing or something else that could help you to promote the organisation.</p>  <p>British RedCross</p>	<p>Have a go at the reading activity all about sun safety!</p>

Wednesday	 <p>In the video, we the pink character interacts with a rug, hopping in and out of it. They use this to evade the cat - almost like a 'whack a mole' game!</p> <p>What object or setting might your character fit into? Draw it and explore how he interacts with it. Does he use it to escape the cat? to tease the cat? To play with the cat?</p>  	<p>Have a go at BOTH maths activity in this week's revision booklet.</p>	<p>We have reached the end of our topic, Feel the Force! Your job is to take everything you have learned about and create a poster, PowerPoint or information text that explores what you know. You could use this to teach someone at home all about forces!</p> <p>You might want to think about</p> <ul style="list-style-type: none"> The different forces (push, pull, twist, friction and gravity) and examples of them. Where do we see these forces in action? How can we test forces? How do magnets work? What are some natural forces that we have little control over? 	
Thursday	<p>Write a recount from the point of view of one of the characters. It could be a diary entry, a retelling of events or a personal story!</p> <p>You might want to re-watch the video and think about what each character does. Introduce yourself (as one of the characters) and then talk about the other character.</p> <p>Next, think about what happened. Can you talk through and describe the events? What did you and your other character do? Finally, think about how this made you feel! Did you enjoy it? Were you sad it was over?</p> <p>I have attached a poster to help you!</p>	<p>Have a go at today's summer themed maths code-breaker challenge!</p> 	<p>As we are so close to the summer holidays, I am looking forward to teaching you all again in September, where things look like they'll be back to normal and we will all be in school again. However, when we do go back, we'll all be in year 4! This means we'll have a shiny new classroom to make our own and we'll have lots of fun new learning to look forward to.</p> <p>Your job today is to write me a letter telling me what you are looking forward to and what you would like from Year 4! Try to be realistic and think about things you would like to do So instead of things like 'free chocolate every lesson', which I'm sure we would all love, but we try to think of things like 'more time to read', or something you would like to learn more about.</p> <p>You could put it on Purple Mash for Phoebe to read in school!</p>	
Friday	<p>Outdoor Learning - This year we have done an awful lot on outdoor learning! In school, we have been to a variety of places, such as Thornley Woods, the Nature Park and even ice skating at the Centre for Life. Since we moved everything online, we have explored places all sorts of places virtually, such as Paris, the Roald Dahl museum and Bamburgh. Your job today is to think of your favourite visits, moments and memories from outdoor learning so that we can celebrate the great learning and fun that we have had!</p> <ol style="list-style-type: none"> Draw a picture of your favourite place we visited. What did you like about it so much? Write a few sentences at the bottom of the page to explain what you liked about it. Write a paragraph about a funny moment you had on Outdoor Learning! Draw a picture of a time you used teamwork on Outdoor Learning. Did someone help you or did you help them? Show someone who was a great friend to you on Outdoor Learning. What was the best thing you learned this year on outdoor learning? Have a go at writing an explanation of it! <p>You could take all of these ideas (and more!) and design a poster or a short booklet called 'What Outdoor Learning Means to Me'.</p> <p>You could share these on Purple Mash for everyone to see, or you might simply like to keep it as a memory of Year 3.</p> 