**Home Learning**

**St Wilfrid’s Catholic Primary School**

**Year 3**

**Week 2**

**Spring Term**

**WB 18/1/2021**

Well done everybody for your effort and support last week. I was very pleased with the work submitted via email or on Seasaw.

Again, I have tried to set activities that give you the choice of printing them out or not. If you choose not to print, (no problem), feel free to use the activity sheets as a guideline in setting out your work.

I have attached this week’s timetable of Year 3 lessons so that you know what is being taught each day and when. I will discuss the morning’s tasks with your child via TEAMs each day along with one from the afternoon sessions. I won’t be covering the whole timetable during remote learning but, l will make sure that all of the learning the children in school are completing is on the website. It is up to you whether your child does the extra! Any work that you want to send me as evidence, please do so via Seasaw or email.

**To access the work from the Y3 Home Learning section on the website, please remember to click on the download button for the work rather than the title, otherwise you will get an error message.**

Should you have any problems, please feel free to email me and I will try my best to help.

# Suggested timetable for the week

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| TEAMs meet will be 09.45 daily  | Lesson 1 AM  | Lesson 2 AM   | TEAMsmeet willbe 12.30 daily | Lesson 3 PM  | Lesson 4 PM  |
| Monday  | English  | Maths  | Catch up  | Music  | R.E. |
| Tuesday  | English  | Maths  | Catch up  | Computers  | Art  |
| Wednesday  | English  | Maths  | Catch up  | R.E.  | Science  |
| Thursday  | English  | Maths  | Catch up  | P.E.  | History.  |
| Friday  | English  | Maths  | Catch up  | French  | P.S.H.E.  |

**Maths**

This week’s current learning videos can be found at:

<https://whiterosemaths.com/homelearning/year-3/spring-week-2-number-multiplication-division/>

Please watch the video and then complete the worksheet on the correct day. There is also a slide of flashback four maths revision to complete each day. We are on Spring week 2 this week. If you follow the titles of the lessons in the math’s book each day, it will help you to access the correct video to watch. Only complete one lesson per day.



**Maths**

Monday – Multiply 2-digits by 1-digit (with exchange)

Tuesday – Multiply 2-digits by 1-digit (2)

Wednesday – Divide 2-digits by 1- digit (1)

Thursday – Divide 2-digits by 1- digit (2)

Friday – Divide 100 into 2, 4, 5 and 10 equal parts

**English –**All relevant pictures and activity sheets are in the English file for each day.

**Monday** –

**Tuesday** –

**Wednesday** –

**Thursday** –

**Friday** –

**Guided reading** – Oxford Reading Buddy please and I will check progression during the week.

I have also attached a reading comprehension linked to French for you to do this week.

**Spelling** – this week’s spelling rules are dis - mis and in. Remember, there are two sheets of spellings. There are the new Year 3 words and one with the High Frequency words on from previous school years.

**Writing** – Friday’s task.

# R.E. - Come and See

The topic this term is Journeys. There are three lessons this week, Monday, Wednesday and Friday. Read each lesson in order and complete the short tasks on each.

# Music – Click on the link to access the music lesson. Remember to enter your log in details.

<https://charanga.com/yumu/login>

# Computing – Programming Sprites in scratch

I will deliver a starter lesson for you and then you can watch the Powerpoint and complete the

activities. I am sure you will have fun moving the different Sprites around!

Be aware, whichever version of Scratch you use, it may be slightly different to the Powerpoint.

Everything you need is there but they may be in different colours or under different tabs.

# Art – Cave artwork

This week’s learning is linked to the Stone Age. Watch the Powerpoint and then create a piece of Stone Age cave art. See if you can be a Stone Age cave person and with **permission from an adult** stick your paper underneath a table and draw on it while you lie down. That is what it would have been like for Stone Age people drawing on the cave roof! Well, they wouldn’t have led down, they would have had to reach up high to get to the roof and draw. Use your imagination for this one!

# Science – There is no science this week but an extra History lesson instead so that we can get full coverage of ‘Stone Age to Iron Age’.

# History – Stone Age to Iron Age

This week we will be learning about Hunter Gatherers (History lesson 2). Watch the Powerpoint

and then complete the task.

I have added an extra History this week to replace a Science one. We will be learning about how

different sources can tell us about the Stone Age (History lesson 3).

You can also find out more and watch a video about Hunter Gatherers on BBC Bitesize.

.[www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z34djxs](http://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z34djxs)

**P.E.**

# French – Eiffel Tower

**In your books, answer the following questions.**

Which city is the Eiffel Tower in?

Which river runs next to the Eiffel Tower?

When was the Eiffel Tower built?

The names of 72 who, are engraved just below the first balcony

Where can you find smaller versions of the Eiffel Tower? (Google will come in handy for this one).

Imagine you are the designer of the Eiffel Tower, either build or draw your version of it. Screenshot it and send it to me on Seasaw or email.

**PSHE – Danger or Risk**

Think about the difference between danger and risk. A danger is a threat to someone in some way e.g stepping out into the road without looking. A risk is when someone can weigh up the danger and make a decision about what to do e.g. looking for traffic and only stepping into road when it is clear.

In your Home Learning book, write down 2 examples of dangerous situations.

Can you also write down 2 examples of risky situations? What sort of things could be risky at school? At home? In the street?

Sometimes we experience feeling uncertain or unsafe and that can be felt as butterflies in stomach, dry throat, feeling shaky.

These are the steps that someone should take when they are weighing up a risky situation and are trying to decide what to do:

1. Stop
2. Take a breath
3. Weigh up the consequences
4. Think
5. Think a bit more
6. Decide

 You can add physical actions to this sequence e.g.

1. Stop: stop and stand still
2. Take a breath: deep breath
3. Weigh up the consequences: use hands as weighing scales
4. Think: raise a finger in thought
5. Think again: so same again
6. Decide: step forward

Read the story sheet and answer the questions in your Home Learning book as you get to them.

I fully understand that working from home and trying to teach your child/children can be quite daunting and even frustrating at times. It is different from school and I know everybody will be putting in lots of effort to do their best. Please do not be overwhelmed with the work I have set. It is there to give you a guide on what we are covering in Year 3. It is important that both you and your child take some time for yourselves, have a breather and relax your mind. Often, this can help with refocussing on the tasks ahead. There are many good wellbeing and mindfulness ideas on the internet and I have uploaded some suggestions to the school website (Home Learning, Year 3, Mindfulness). Adults, take time for a breather and a brew! Children, try some of the activities I have suggested. There are challenge cards, activities and a booklet for you to choose from and try.

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