|  |  |  |
| --- | --- | --- |
| Key Stage 2 | | |
| Daily Learning Year 3 | | Date: 30th March 2020 |
| The guidance in this bulletin is intended to support the continuing education for your child in the event of school closure. Activities and resources have been carefully sourced to be easy to deliver. The weekly timetable would usually include approx. 6 hours of creative learning and physical exercise. These areas can be fulfilled at home with activities of your choice. We would expect approx. 3 hours per day to be spent on directed activities. Please use the office email [office@tssfirst.co.uk](mailto:office@tssfirst.co.uk) if you have any queries with your home learning or your teachers work email [e.manners@tssfirst.co.uk](mailto:e.manners@tssfirst.co.uk) .   * Please do not worry if you miss an activity or have to save it for another day; I know many of you are sharing computers or don’t have a printer or are trying to work at the same time. * I will email the details of the two zoom meetings I have scheduled for this week. | | |
| Phonics/Spelling:  Spellings this week are the sound spelt ch or for Mrs Doran’s group the sound /zh/ spelt ‘s’.  Look up any words you do not know the meaning of in a dictionary. (If you don’t have a dictionary at home try <https://kids.wordsmyth.net/we/> )  Write a sentence for 2 or 3 of the words. | Mental Maths/Times Tables:  How are you doing with TT Rockstars and numbots?  Many of you are doing a fantastic number of games. I hope that you are feeling more confident. | |
| Reading:  We are going to be doing some writing based on our reading of The Boy who lived with Dragons’ by Andy Shepherd this week.  I really enjoyed reading this book to you. I thought it was exciting and funny and also it was great at explaining how the characters felt.  This week I would like you to write a book review of it. You can use the template I have put in the ppt for today’s English lesson, or you can do it in your own way. | Mathematics:  To start this week we are going to revise subtracting using a number line and Matt the Maths Frog. See if you can be the teacher! I challenge you to teach this way of subtracting to your helpers!  WALT: I can subtract from 3-digit numbers using a number line  Success criteria:   * Use what I know about number bonds * Use what I know about place value * Use a number line and counting up to work out the answer * Explain what I have done   Remember Matt the Maths Frog’s rules are:   1. Draw the number line with a ruler 2. Always start with the baby number 3. Always start by jumping to the next multiple of 10. 4. After the first jump you can jump in 10’s or jump to the next multiple of 100. As you get better you can try to do as few jumps as possible.   I have put up a lesson which has similar graphics to the ones we usually use but there may be slight differences. There are 2 levels of challenge: mild and hot (harder). If mild feels a bit tricky then look at the page titled A bit stuck? Or make up your own calculations using numbers less than 40 and use the same method to solve them. | |
| Writing:  WALT: I can plan paragraphs  Success criteria:   * Plan paragraphs for beginning, middle and end of my diary by talking about the events I will write about. * Practise using extended sentences with conjunctions (joining words) * Start a new line when I start a new paragraph * Make sure sentences have capital letters and full stops.   Look at the English ppt for the lesson.  I have put all the lessons for the week on this power point including the reading task and reading focus for the week. |
| Foundation subjects. Today’s focus:  Art: we were going to be looking at sculpture next in Art. I have uploaded a ppt to tell you about what sculpture is and to show you some examples.  Richard Deacon is a modern sculptor who often uses wood. Follow this link to the Tate Gallery and an activity related to his work, in particular a piece of his art called ‘Restless’. I’d love to see your photos when you have done it.  <https://www.tate.org.uk/kids/make/sculpture/make-some-twisty-words> | | |