

Year 3 Tuesday 23rd February

Daily time table - these don't need to be done in order, as long as all activities are completed by the end of the day (3:05)

Follow the teacher, and stop when they tell you to stop, so you can complete the independent work. They will tell you when to do this.

If you complete maths in the classroom:

In this lesson, you will learn to read an analogue clock to the nearest minute.


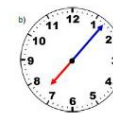

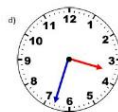


<https://classroom.thenational.academy/lessons/reading-analogue-time-to-the-nearest-minute-cdgkjd>

Complete the following activity, as per the teacher's instructions.

Independent task

Use what you have learned so far in this unit to help you tell the time to the nearest minute.

Remember to be careful about how you count the 'minutes to' times as these can be slightly trickier than 'minutes past' times.

 _____ _____	 _____ _____	 _____ _____
 _____ _____	 _____ _____	 _____ _____

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Mrs Warnes' group (only complete this activity if you go out for maths with Mrs. Warnes):

Follow the teacher, and stop when they tell you to stop, so you can complete the independent work. They will tell you when to do this.

In this lesson you will learn that there are 60 minutes in one hour.

<https://classroom.thenational.academy/lessons/knowning-the-number-of-hours-in-one-day-69k30r>

Complete the following task, as per the teacher's instructions:

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	<h2>🔔 Independent Task</h2> <ul style="list-style-type: none">- Read each card.- Decide if hours or minutes would be a sensible unit of time (tick the correct box).- Decide how many hours or minutes it may take. <div data-bbox="906 369 1157 533"><p>Eat breakfast</p><p>Hours <input type="checkbox"/> Minutes <input type="checkbox"/></p><p>How many? <input type="checkbox"/></p></div> <div data-bbox="1201 369 1452 533"><p>Brush your teeth</p><p>Hours <input type="checkbox"/> Minutes <input type="checkbox"/></p><p>How many? <input type="checkbox"/></p></div> <div data-bbox="906 562 1157 725"><p>Sleep</p><p>Hours <input type="checkbox"/> Minutes <input type="checkbox"/></p><p>How many? <input type="checkbox"/></p></div> <div data-bbox="1201 562 1452 725"><p>Day at school</p><p>Hours <input type="checkbox"/> Minutes <input type="checkbox"/></p><p>How many? <input type="checkbox"/></p></div>
<p>English</p> <p>LO: Can I identify the different meanings of a single word?</p>	<p>Read the text (page 6 on the page but page 8 on the PDF viewer!) https://www.talk4writing.com/wp-content/uploads/2020/06/Y3-Unicorn-F.pdf</p> <p>Or listen on SoundCloud (or do both!) https://soundcloud.com/talkforwriting/unicorns/s-kpNjhGRD75A</p> <p>Today we are going to be thinking about words.</p> <p>We are going to be thinking about the word 'bank' today, and the different meanings of the word bank.</p> <p>First of all, match the correct meaning of 'bank' to the pictures.</p>

3. Words! Words! Words!



Go back over the River Unicorn page and underline or highlight any words that you don't know. Ask an adult to help you find the meaning or look in a dictionary online. You might also want to use google images to see pictures of the word.

Can you see I have highlighted my words in yellow? Let's investigate those together:

1. My first word is 'bank'.

I'm sure you know at least one meaning of this word but 'bank' has many meanings. Can you match the definition to the picture? I've done the first one for you.

Definition	Picture
An organisation where people can save, borrow, and invest money.	
Sloping, raised land. Sometimes along the side of a river.	
A place where things are stored and used for later e.g. a blood bank	
To fly with one wing higher than the other when turning	
An amount of something to be used later e.g. a word bank	

Then, try and include them in your own sentence.

E.g. On Monday, I went to the bank to take out some money.

Reading

Spend some time reading your book. You can read in your head, but please also read to an adult.

Continue to use the list of questions that have been supplied on the previous daily plans.

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	<p>You can download the Libby app, which allows you to borrow books and e-books from your local library.</p> <p>Those children who are reading banded books - use the Oxford Owl website to find eBooks to read. https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/</p> <p>Oak National Academy also have an online library which may be of use: https://library.thenational.academy/</p> <p><i>If you can, please send in a video of your child reading aloud and answering questions. This will allow myself and the TAs to assess their reading and move them up to the next reading level, if appropriate.</i></p>
<p>Spellings LO: Can I identify the meanings of different words?</p>	<p>Use an online dictionary to find out what each of the words mean. https://kids.britannica.com/kids/browse/dictionary</p> <p>Send me what you have learnt on the class email.</p>
<p>Afternoon lessons: Music: LO: Can I listen to and appreciate music from films? French: LO: Can I find the name of pets in French?</p>	<p>For the next few music lessons, we are going to listen to some famous pieces of music from films. We will be looking at the composers, instruments, feelings and images. Today, we are going to listen to Hedwig's Theme from Harry Potter. https://www.youtube.com/watch?v=wtHra9tFISY</p> <p>Answer the following questions:</p> <ol style="list-style-type: none">1. Who composed Hedwig's Theme?2. Have they composed the music for any other films? Name three.3. Name some of the instruments that you can hear in the piece.4. What feelings do you have whilst listening to the music?5. What images does this music make you think of? Draw them! <p>We are going to be learning about animals this half term. Today, we will be naming pets.</p> <ul style="list-style-type: none">- Dog- Cat- Hamster- Fish- Rabbit- Guinea Pig <p>(If your pet isn't on this list, please feel free to find the translation of it!) Create a poster drawing and labelling the different animals.</p>

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Please ensure that you email completed work to rowan@lyng.norfolk.sch.uk so I can provide feedback on certain pieces to ensure progression.

I will provide feedback via the class email.

Y3	Y4	Miss Dorr's group
perhaps address guard material recent guide forward fruit	different exercise regular complete remember sentence separate special thought weight	child children wild climb most only even class grass class sure