





WB 30th November 2020	Monday	Tuesday	Wednesday	Thursday	Friday
Vocabulary Ninja - Word of the Day	<p>A new word of the day on each PowerPoint screen – starting with Grasshopper words for years 3/4. These can be found in PowerPoint or pdf format here.</p> <p>Children write the word, write the definition and use the word in their own unique sentence. They also look at the synonyms, antonyms, prefixes and suffixes associated with the word and see if there are any others they can find.</p>				
English Poetry	<p><u>WALT: be able to build up a repertoire of poetry</u></p> <p>Look at and read a variety of poems here. Discuss what is different between poems and other genres of writing.</p> 	<p><u>WALT: be able to recognise some differences between different poems.</u></p> <p>Read and compare different types of poems for example, acrostic poems and rhyming couplet poems. Click here. You might want to find your own poems online or from a book at home.</p>	<p><u>WALT: be able to create a simple plan.</u></p> <p>Come up with lots of ideas to create your own acrostic poem for the word 'Christmas'.</p> 	<p><u>WALT: be able to write in a variety of genre.</u></p> <p>Write your acrostic poem out choosing from the ideas you created yesterday on your plan.</p> 	<p><u>WALT: be able to proof read our work to check for spelling, grammar and punctuation errors.</u></p> <p>Using your green editing pen check and edit your poem.</p>
Maths	<p><i>In school the Class Teacher will use a presentation, demonstrate and model methods when teaching. The children are then given a range of practical and recording tasks to explore and consolidate their learning. At home you will be provided with alternative lessons for maths which are linked to the same learning objectives being carried out in school over the course of the week.</i></p>				
	<p>Starter – Listen to Supermovers</p> <p><u>WALT: be able to derive and use related</u></p>	<p>Starter – Play Daily 10</p> <p><u>WALT: be able to subtract up to 3 digit numbers informally.</u></p>	<p>Starter – Listen to Todd & Ziggy</p> <p><u>WALT: be able to subtract numbers with 2 digits, using formal written methods of</u></p>	<p>Starter – Play Daily 10</p> <p><u>WALT: be able to subtract 2 2-digit numbers within 100, mentally.</u></p>	<p>Starter – Play Daily 10</p> <p><u>WALT: be able to begin to estimate</u></p>

	<p><u>facts up to 100 (subtraction).</u></p> <p>Watch video here and complete the subtraction activities. You may have watched this video last week for addition. Please can you watch it again to recap and now answer the subtraction questions.</p> <p>Can you come up with your own subtraction related facts?</p>	<p>Click on the link here and here to watch the videos. Then make up some of your own subtraction number sentences to answer. Instead of using diennes you can use something from home for example pencils for 10s and pieces of Lego for 1s. Remember to always put the biggest number first in a subtraction sentence and you might need to regroup a 10 into 1s to be able to answer your number sentence correctly.</p>	<p><u>columnar subtraction without regrouping.</u></p> <p>Watch video here and complete the subtraction activities. You may have watched this video last week for addition. Please can you watch it again to recap and now answer the subtraction questions.</p>	<p>Click on link here and watch the video. Have a go at the activities on the video.</p>	<p><u>the answer to a calculation.</u></p> <p>Watch video here and complete activities.</p>
Spelling - No Nonsense Spelling	<p>This week we are going to revisit year 2 common exception words and learn some year 3 common exception words. Play 'Spooky Spellings' here. Play the Small Town Superhero game here. Navigate to 'Spelling Tricky Words' by clicking the yellow arrows.</p>				
Handwriting	<p>Focus on lead in and lead outs of each letter in the alphabet, joining and neatness.</p>				
Music	<p>WALT: be able to sing in unison – Sing the Christmasaurus songs when we get to them in the story.</p>				
Foundation Subjects	<p>ICT</p> <p><u>WALT: be able to touch type.</u></p> <p>Re-visit last week. Log onto Purple Mash and type '2Type' in the search bar. Click on it and then watch the posture tip video and the typing instruction video. After that work your way through the videos and games</p>	<p>Science</p> <p><u>WALT: be able to notice that light is reflected from surfaces.</u></p> <p><u>WALT: be able to recognise that shadows are formed when the light from a light source is blocked by a solid object.</u></p> <p>See below for lesson guidance.</p>	<p>French</p> <p><u>WALT: be able to exchange names.</u></p> <p>Watch the video here and join in.</p> <p>P.E</p> <p>Netball</p> <p><u>WALT: use a range of throwing and catching techniques</u></p>	<p>Art</p> <p><u>WALT: be able to understand different tones.</u></p> <p>Watch the videos here and here. Have a go at shading with different tones.</p> <p>If you already did this last week then watch the video here about light and shading and give it a try.</p>	<p>PSHE</p> <p>Mindfulness</p> <p>Join in with the mindfulness video here.</p> <p>Golden Time</p>

	under the 'First Steps:' subheading. 			P.E with sports coach Netball <u>WALT: use a range of throwing and catching techniques</u>	
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Science - Tuesday

Explore – Where can shadows be found?

Take the children on a 'shadow search' around the school. Every time a shadow is discovered, encourage the children to indicate the light source/s and the object that is blocking the light from that source/s. Children could take photos of their finds, which can then be stuck in the class floor book along with an explanation as to how the shadow was created.

Provide them with the opportunity to make shadows with torches.

The following video will help children to develop their thinking: <http://www.bbc.co.uk/learningzone/clips/how-does-light-create-shadows/2172.html>

Illustrative fair-test – Which is the darkest shadow? Try to establish with children that dark shadows indicate that there is very little light bouncing off of that place (maybe none). Conversely, where there are no shadows, this is where light is being bounced off of objects (reflected).

Modelling/Analogy - To develop their ideas allow them to explore using spaghetti to represent light. Thus, the light (spaghetti) can come from the torch, but it can't pass through an opaque object; some is absorbed (hard to model!) and some is reflected (spaghetti moving away from the object in various directions). The place behind the opaque object has no light (spaghetti) so a shadow is formed.

Involve the children in planning how to find out which shadow is the darkest. They will need to invent a way of measuring the darkness/amount of light within a shadow. They could choose to use a darkness chart:



Lightest (lots of light reflected)	lighter	light	dark	darker	Darkest (no light reflected)
	Hand by computer screen				Cup by torch

Recording

The children could record within their chart (i.e. the one above), or by another method; drawings or photos.

Conclusion – Encourage the children to use what they found out when creating the analogy with the spaghetti. Also, ensure that they have identified key words: light, travels, blocks, transparent, opaque, translucent, light sources, etc. The children could use drawings to assist their explanations; showing objects, light sources and darkness of the shadow.