Hi Isla B, Ellie, Percysledge, Max, Emily, Edward, Chloe, Oliver, Alexie, Reilly, Freddie K, Ruby, Sofia, Eva, Lewis, William, Isla S, Eva S, Charlie, Harry, Rhys, Tilly, Adam, Dashel, Matthew, Isabella, Daisy, Florence, Neve and Freddie Y!

This week’s overview is for 1st March to 5th March.

There are LOTS of activities in this plan. Aim to complete 3-4 hours work a day (one English, one Maths and one other subject activity plus reading and times tables) so don’t worry about completing absolutely everything! Please make sure you are sending examples of your work to my email address: l.shepherd@leacofe.lancs.sch.uk.

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| **English** |
| **Detective/Crime/Mystery Fiction**During this half term, there is a strong focus on investigation and being a detective. We are going to need our white coats and goggles as we become scientists conducting numerous experiments and our Historian hats as we look deeper into the history of our world focusing on the Anglo Saxons and Vikings. Which leads me to English. Pick up your magnifying glasses and disguises Class 3 as we are going undercover as detectives looking at crime/mystery fiction this half term. **Day 1**Watch the video I have uploaded for you. A crime has been committed Class 3! A mystery bag has been found abandoned at the scene of the crime! Listen to all of the clues and see if you can piece together a profile for the possible suspect to our crime. Think about the following questions:- How old is the owner? -Where do they live?-What is their occupation?-What kind of house do they live in?-What do we know about their family?-What interests or hobbies do they have?Create a profile for your suspect. Who do you think the suspect is? Use the clues as evidence to support your points when answering the questions for example, if there was a picture of France in the bag you might think they were French. https://www.literacyshed.com/uploads/1/2/5/7/12572836/6492241_orig.jpg**Day 2**Look carefully at this picture. Who do you think lives here?Write 5-10 sentences using detail and clues in the pictures to describe the person/creature that lives here. **Day 3** Watch this video on the Oak Academy website about using speech marks. We have looked a little bit at speech marks before, or inverted commas as they are called, so this video will recap using this punctuation. There are little exercises in the video to complete but I have also added another task **Resource 19** to help you practise using what you have learned. Just do the ‘Be the Teacher’ page of the booklet You need to decide which of the two sentences has been punctuated correctly and tick the right box. **Day 4** Read the first part of The Good Thieves. You can listen to or read the extract about Vita as there is a video. Today’s and tomorrow’s tasks are based around an extract that I have included as **Resource 20.**Use the question prompts in **Resource 21** to think really carefully about the first part of this story. This is a comprehension based activity to help you really understand what is happening so far in the story.**Day 5**Can you use the text extract and the work you did yesterday to write about Vita’s personality? What traits does she have? Write at least 5 sentences about Vita’s personality and character that you have learned from the extract. |
| **Spelling, Grammar and Punctuation** * Watch the video on Oak Academy <https://classroom.thenational.academy/lessons/to-explore-being-verbs-6mr68r?activity=video&step=1> to help when deciding whether to use is, was and were.
* Each week, I will put up a list of Spellings for everyone to practise. These are based on words I have noticed on your Home Learning that we need to spend a bit more time practising.
* Topmarks have lots of Spelling and Grammar games as well as maths! <https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>
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| **Reading**Daily reading is a must. Try to make sure you are reading for at least 10 minutes each day. There are lots of different types of material that you could be reading as well as books like newspapers articles for example. A quick reminder to those that use IDL in school – you can access this at home if you want to! I have created an account on www.oxfordowl.co.uk. It is a free resource that gives a range of reading books that follow the school reading bands. Username: Leaclass3Password: Leaendowed3-Write a book review (include your favourite part of the story, your opinion about the story, how you could make it better, a quiz about the book, a drawing of the main character and label them).-You can also view lots of resources on [www.onceuponapicture.co.uk](http://www.onceuponapicture.co.uk) and [www.pobble365.com](http://www.pobble365.com)Have you tried any of the activities? What is the picture on your birthday?-Use Storytime Online! <https://www.booksfortopics.com/storytime-online> There are two resources online for books aimed at 5-7 year olds and 7-9 year olds. You can scan the QR codes and have the books read to you! |

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| **Maths**Daily TTRS practise<https://www.topmarks.co.uk/maths-games/hit-the-button>In school we have also been using the BBC Super Movers videos to help us learn our times tables in a fun and active way – why don’t you have a look at them at home?[**https://www.bbc.co.uk/teach/supermovers**](https://www.bbc.co.uk/teach/supermovers)(there are some times-table videos under the KS1 section and some are in the KS2 section)**Depending on how confident you feel, I am happy for you to complete the work that you feel most comfortable. If you are a Year 3 and feel ready for a challenge as you progress through the week, why not have a go at the Year 4 task?****Similarly, if you are in Year 4 and are feeling like the task is too difficult, have a try at the Year 3 work first.** |
| **Year 3**This week we are looking at statistics, meaning different forms of data. This means your tasks will focus on line graphs and bar charts. The videos that you need for this week are under different weeks so I will post the relevant weeks. <https://whiterosemaths.com/homelearning/year-3/spring-week-5-statistics/> **Day 1:** Tally Charts**Video:** Lesson 3 Make Tally ChartsFor this task, you will need **Resource 01 and 02** Tally Charts Data and Tally Chart Template. Use the picture of children to complete the tally charts. **Worksheet 01 and 03:** Draw Pictograms**Video:** Lesson 4 Draw Pictograms Use the **Resource 01 and 03** which is the same picture of children you used yesterday wearing different coloured t-shirts and shorts. Your task today is to make one pictogram using the template for **EITHER:**The different coloured t-shirts **or** the different coloured shorts.Use the tally chart you made yesterday to help you. <https://whiterosemaths.com/homelearning/year-3/spring-week-6-statistics/>**Worksheet 04:** Pictograms **Video:** Lesson 1 Interpret Pictograms**Worksheet 06**: Bar Charts**Video:** Lesson 3 Bar Charts (you could watch Lesson 2 also if you wanted to)**Worksheet 08:** Tables**Video:** Lesson 4 Tables | **Year 4**This week we are looking at statistics, meaning different forms of data. This means your tasks will focus on line graphs and bar charts. The first video to watch is under the Year 3 Spring week 5 section<https://whiterosemaths.com/homelearning/year-3/spring-week-5-statistics/> **Day 1:** Tally Charts **Video:** Lesson 3 Make Tally ChartsUse **Resource 01** which is a picture of children wearing different coloured t-shirts and shorts. Your task today is to make a tally chart for:1. The different coloured t-shirts
2. The different coloured shorts
3. The different hair colours

I have included templates for you to use **Resource 02**This week’s videos are under the Summer Term Archive Week 10 <https://whiterosemaths.com/homelearning/year-3/spring-week-6-statistics/> **Worksheet 10:** Interpret Charts**Video:** Lesson 1 **Worksheet 12 :** Comparison, sum and difference**Video:** Lesson 2 Comparison, sum and difference**Worksheet 14:** Introducing Line Graphs**Video**: Lesson 3 Introducing Line Graphs**Worksheet 16**: Line Graphs**Video**: Lesson 4 Line Graphs |
| **EMC** |

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| **RE** | **Easter and Lent**This term, in RE we will be looking at a number of different topics. We will be thinking about betrayal, trust and also Lent and Easter.I have attached a powerpoint for you to read and a video to watch. There is a bible passage to read and a video explaining the importance of maps and how maps can help us during our Lent journey. Complete one of the challenges below:

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| **Discover*** Find out about someone whose faith gives a strong direction to their life.
* Discover how their faith helps them to make a difference in the world or their local community.
 | **Reflect*** What are you passionate about? What is really important to you?
* How can you raise awareness about this issue, in your school or local community?

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| **Create*** Take some time to reflect on who or what gives you direction in your life.
* Make a map or timeline of your life’s journey with these ideas and include where you would like to go in the future.
 | **Act*** Share with others about a cause you are passionate about.
* Create a map or guide that might help younger pupils, or siblings with an issue they are struggling with.
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| **Science** | **Working Scientifically…..Experiment fun!** This term we are thinking about the skills needed when we are conducting experiments such as recording data and results. Each week, I will post resources to help you conduct a different experiment each week so have fun!The experiment this week is based on the knowledge we learned about gasses during the very first term. We studied states of matter at the very beginning of the school year so this experiment will be based on that prior learning.The resource that you need for this experiment is SCIENCEThere are more fun experiments found here:MAKE A MODEL OF A LUNG [www.science-sparks.com/breathing-making-a-fake-lung/](http://www.science-sparks.com/breathing-making-a-fake-lung/) MORE ABOUT GASES [www.wowscience.co.uk/resource/solids-liquids-and-gases-intro/](http://www.wowscience.co.uk/resource/solids-liquids-and-gases-intro/) MAKE A BOAT [www.science-sparks.com/baking-soda-powered-boat/](http://www.science-sparks.com/baking-soda-powered-boat/) CHANGES OF STATE [www.wowscience.co.uk/resource/solids-liquids-and-gases/](http://www.wowscience.co.uk/resource/solids-liquids-and-gases/) Don’t forget to write down what you notice when you are doing the experiment! |
| **History** | Alfred the Great - Historic UKC:\Users\lshepherd\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\95C87C94.tmp**Anglo Saxons and Vikings**This week we are thinking about certain Kings during the Viking period – Alfred the Great and King Athelstan. 1) Read through the PowerPoint **Resource 23**2) There are a list of facts **Resource 24 and 25** about King Alfred and King Athelstan. Can you sort them into lists, the facts that are about King Alfred and the facts that are about King Athelstan. If you wish to, you can cut out the cards and stick them onto the corresponding posters **Resource 26 and 27**  |
| **French (from Mrs Morris)**  | Salut les enfants! Did you have a go at making your Mardi Gras masks? How many pancakes did you eat? This week we are looking at other celebrations, such as your birthday!How do you usually celebrate your birthday? Do you often have a birthday party?Next week when we are all together, we will be looking ahead at organising a birthday party and how children traditionally celebrate in France.Have you remembered to say your age in French and what month your birthday is in? Recap on saying your name, age and greeting in order that we can share this conversation together next week. |
| **Music** | **Music from the Viking Period**Listen to a piece of music played on an instrument that would have been around during the Viking period. <https://www.youtube.com/watch?v=lirMtNJHKPU> Read the information resource Music from the Viking Period.Can you answer these questions after you have listened to the piece:-Did you like the music?-Does it sound similar to any other music you have heard?-What do you feel as you listen?-What can you picture if you close your eyes as you listen? |
| **Computing (from Mrs Morris)** | **BBC Bitesize Computer Science KS2** How can we get computers to do what we want?This term we are looking at computer programming. Have you ever pretended to be a robot? If someone is telling you what to do, the instructions must be very clear. What would happen if you were told to walk straight ahead, but no-one told you to stop? Oh dear! It is the same programming a computer. Write some instructions and carry out the actions. Have you missed any important details? Be careful! |
| **PE (from Mrs Morris)** | **Throwing for Accuracy Lesson 3**<https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/> Have you been practising your throwing and catching?It is important for team sports to throw accurately for speed and co-ordination. Think of when you have watched or played cricket/rounders – getting a catch or running someone out is all about how quickly the ball can be thrown and caught. Watch the video above and try to use these skills so that we can use them next week when we are together. |
| **DT (from Mrs Morris)** | Image result for anglo saxon helmet ks2 to  make**Week 2 of an Anglo Saxon Helmet** Image result for anglo saxon helmet ks2 to  makeHave you made, or started making your helmet? Perhaps you have finished or are going to start this week. Next week we will be together so don’t forget you can bring it in as part of our History display.In school we have planned and started making our helmets out of paper mache and card board. What have you used at home? I’m looking forward to seeing what you’ve made!  |