

HOME LEARNING PACK



Year 3

Name:

Literacy



Monday 29th June 2020

LI: To demonstrate understanding of the prefixes mis-, dis-, un- and in-.

Link: <https://www.bbc.co.uk/bitesize/articles/z4k6wnb>

Prefixes are groups of letters that are added to the start of words to change their meaning.

Watch this clip to learn more about **prefixes**.



Most **prefixes** mean a similar thing when they're added to different words.

- **un-** and **in-** usually mean 'not'.

For example: **unhappy**, **unlocked**, **unfair** and **intolerant**, **incapable**, **inconsiderate**

- **dis-** and **mis-** usually have negative meanings.

For example: **disagree**, **disobey**, **misbehave**, **mistlead**

- **re-** usually means 'again' or 'back'.

For example: **redo**, **reappear**, **redecorate**

- **sub-** usually means 'under'.

For example: **subheading**, **submarine**



There are **spelling rules** to follow when you add **prefixes** to words.

Watch this clip to learn to learn more about these rules and see some examples.



Remember: 'Root words' are the basic words that are used to form other words. Root words haven't had any prefixes or suffixes added to them yet.

Not all **prefixes** can be added to all root words. You have to choose the correct one.

For example: **un-** can be added to 'happy' to make 'unhappy', but **dis-** or **mis-** couldn't.

Adding **in-** can be particularly tricky. There are three rules to remember.

1. When the root word begins with an **l**, the prefix **in-** changes to **il-**.

For example: **il** + **legal** = **illegal**

2. When the root word begins with an **r**, the prefix **in-** changes to **ir-**.

For example: **ir** + **regular** = **irregular**

3. When the root word begins with an **m** or a **p**, the prefix **in-** changes to **im-**.

For example: **im** + **possible** = **impossible**



Activity 1

Complete the **prefixes** quiz. Can you get all five answers correct?



Activity 2

Complete this 'Prefix Sort' activity sheet by matching the root words in the table to the correct **prefix**.

When you've finished, see if you can add one extra word of your own to each column.

Either print out the activity sheet or write your answers in three columns on piece of paper.



Prefix Sort

I can add the prefixes **dis-**, **mis-**, **un-** to words to create new words.

1. Sort these words into the right boxes (some words may fit into more than one box):

able	zip	well
behave	own	appear
happy	take	place

un-	mis-	dis-

★ 1. Sort these words into the right boxes (some words may fit into more than one box).

un-	mis-	dis-
<i>unable</i>	<i>misbehave</i>	<i>disown</i>
<i>unzip</i>	<i>mistake</i>	<i>disappear</i>
<i>unwell</i>	<i>misplace</i>	<i>disable</i>
<i>unhappy</i>		

★★ 1. Sort these words into the right boxes (some words may fit into more than one box).

un-	mis-	dis-
<i>unable</i>	<i>misbehave</i>	<i>disable</i>
<i>untrained</i>	<i>misinform</i>	<i>dishearten</i>
<i>unhappy</i>	<i>misfortune</i>	<i>disown</i>
<i>unzip</i>	<i>miscount</i>	<i>disappear</i>
<i>unwell</i>	<i>mistake</i>	<i>dislike</i>
<i>undo</i>		<i>discount</i>
<i>unlucky</i>		<i>disinfect</i>
		<i>dishonest</i>

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<i>undo</i>		<i>discount</i>
<i>unlucky</i>		<i>disinfect</i>
		<i>dishonest</i>

2. Add some words of your own to each list.
Check words have been spelt correctly and added to the correct list.

Tuesday 30th June 2020

Link: <https://www.bbc.co.uk/bitesize/articles/zj6gn9q>

LI: To understand how to join sentences together using coordinating conjunctions.

Conjunctions are **joining words** that link together parts of a sentence.

Watch this fun clip to revise the different types of **conjunctions**.

You could even copy Laura's moves and sing along, if you like!



Now watch the following clip.

It will help you understand more about **coordinating conjunctions**.



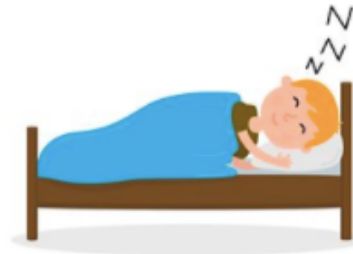
Coordinating conjunctions are used to join together two clauses in a sentence.

These two clauses still need to make sense on their own though - they have **equal importance**.

For example: **I had a terrible cold. I stayed in bed.**

You can add the coordinating conjunction '**and**' between these clauses so it makes one sentence.

For example: **I had a terrible cold and I stayed in bed.**



The three main **coordinating conjunctions** are:

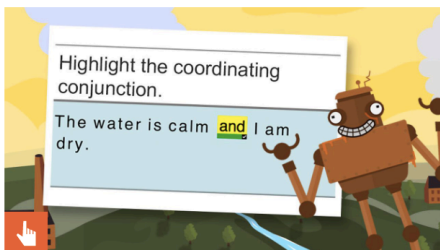
- **and**
- **but**
- **or**

However, there are **seven** coordinating conjunctions in total. You can use the word **FANBOYS** to help you remember them all:

For, And, Nor, But, Or, Yet, So

Activity 1

Highlight the **coordinating conjunctions** in each sentence.



Activity 2

Complete the 'Coordinating Conjunctions' activity sheet by adding the correct **coordinating conjunction** to each sentence.



Co-ordinating Conjunctions

I can use a co-ordinating conjunction in my writing to join clauses.
I can choose the best conjunction for my sentence.

1. Look at the sentences below. The co-ordinating conjunction is missing. Can you choose the best conjunction to join the clauses? The first one has been done for you.

and

but

or

- a. I wanted to go swimming but the swimming pool was closed.
- b. I fell over _____ I bumped my head.
- c. Would you like to go to the park _____ would you rather play on your bike?
- d. I wanted to go to the beach _____ mum said we couldn't go.
- e. I like to watch football _____ I can't play it.
- f. I took my dog for a walk across the field _____ we both got muddy.



2. Write your own sentences using the co-ordinating conjunctions below.

but

Activity 3

Write four of your own sentences describing these dinosaurs.

Use a **coordinating conjunction** in each sentence.

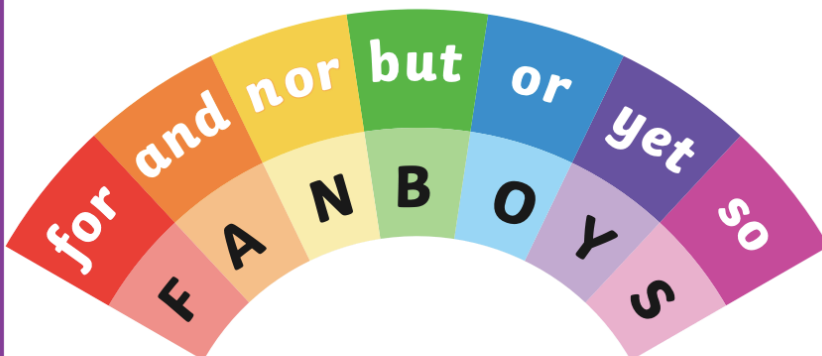
For example: **The blue dinosaur was small yet he was quick.**

Top tip!

Here is a handy **poster** to remind you what the seven **coordinating conjunctions** are. Once you've finished this lesson, you could stick it up somewhere in your house to help you remember them.

Co-ordinating Conjunctions

There are seven co-ordinating conjunctions.
They give equal importance to the words or sentences they connect.



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Wednesday 1st July 2020

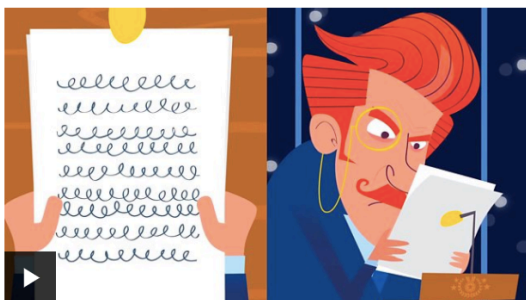
LI: To write a letter to your teacher using questions and paragraphs correctly.

Link: <https://www.bbc.co.uk/bitesize/articles/zmmvtrd>

Today you are going to write a **letter** to your teacher to tell them all about what you've been doing and learning at home.

Letters need to be written in **paragraphs** so that they make sense and are easy to read.

Watch this video to remind yourself about how to use **paragraphs** properly.



In your letter, each **paragraph** should talk about something different.

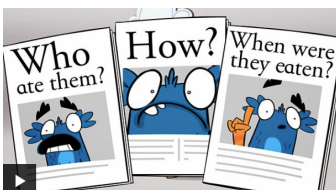
For example:

- Paragraph 1 = what you have learnt in your home schooling
- Paragraph 2 = what you have enjoyed doing the most
- Paragraph 3 = what you are looking forward to when you go back to school



Letters also contain **questions** so that the **recipient** (the person receiving the letter) can write back and answer those questions.

Watch this video to remind yourself how to write and punctuate **questions**.



Questions often start with one of the five w's:

- who
- what
- why
- where
- when



Questions can also start with words like 'did', 'how', 'do' and 'which' and should **always** end with a **question mark**.

Activity 1

Write down five **questions** you want to ask your teacher in your letter.

For example:

What have you enjoyed the most while you've been at home?

Remember to use a **question mark** at the end of your questions.

Top tip!

You could use each of the five w's: who, what, why, where, when.



Activity 2

Complete the 'Planning a Letter' sheet by answering the questions in each box.

Either print off the planning sheet, or copy out the subheadings and write notes under each one.

Remember: When you are planning you do not need to write in full sentences. You can just write notes.

Paragraph 1 - Have you learnt anything new at home?

You could talk about any Bitesize Daily lessons you've completed, or anything else you've been learning.



Paragraph 2 - What things have you enjoyed while you've been at home?

Have you been riding your bike or going on walks? Have you baked a cake or taught your dog a new trick? Talk about anything you have enjoyed doing.



Paragraph 3 - What are you looking forward to when you go back to school?
Seeing your friends? Seeing your teacher again? Playing on the football team or singing in the choir?



Activity 3

Now **write your letter** to your teacher.

Remember:

- Write three **paragraphs** following the structure of your planning sheet.
Between each paragraph leave a line.
- Each paragraph should be between four and seven sentences long and include lots of detail.
- Ask your teacher at least three **questions**.

Top tip!

You could start and end your letter like this:

Dear (teacher's name),

How are you? I'm writing to let you know about all the exciting things I've been doing at home.

...

I'm looking forward to seeing you soon.

(Your name)



When you have finished your letter, you could put it in an envelope. Keep it somewhere safe until you return to school and can give it to your teacher.

Thursday 2nd July 2020

LI: To understand when and how to use bullet points.

Link: <https://www.bbc.co.uk/bitesize/articles/zr2vtrd>

Bullet points are used to organise and structure writing. They make long or complicated pieces of text easier to read and understand.

Watch this short clip to learn about how to use **bullet points** correctly.



For example:

I went to the park and I played on the swings, the slide, the monkey bars, the merry-go-round and the balance beam.

Can become:

I went to the park and I played on the:

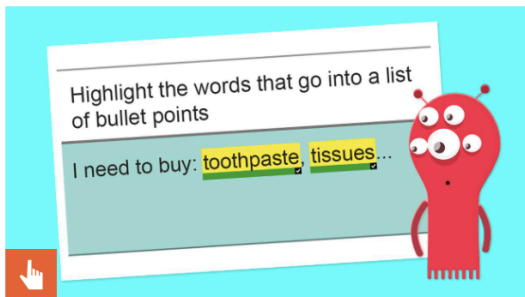
- swings
- slide
- monkey bars
- merry-go-round
- balance beam

Top tips!

- Don't forget to place a **colon (:)** before the items in a list.
- Keep the **introduction sentence** so the reader knows what the bullet point list is about.
- You don't need to include the word 'and' in a bullet point list.

Activity 1

Highlight the words that you could put into a list of **bullet points**.

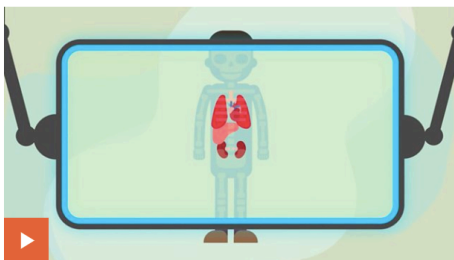


Activity 2

Bullet points are often used in **non-fiction** writing to explain information clearly to the reader.

Watch the following non-fiction clip to learn about 'The Human Body'.

Listen carefully to the information that you are being told. Which parts could be written using **bullet points**?



Write a **bullet point list** of all the things you can find inside the human body.

You need to include:

- An **introduction sentence** explaining what the list is about.
- A **colon (:)** in the right place.
- Each thing inside the body on a new line.

Top tip!



Activity 3

Convert these sentences into **bullet point** lists.

1. Humans have five senses which are sight, smell, hearing, touch and taste.
2. To help some bodies to work their best we use glasses, hearing aids and wheelchairs.
3. The human body is strong, hard-working and comes in all shapes and sizes.

Friday 3rd July 2020

Reading Lesson

Link: <https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons>

Agents of the Wild: Operation Honey hunt by Jennifer Bell and Alice Lickens



Monday 29th June 2020

LI: Learn how to draw lines and shapes accurately using a ruler.

Link: <https://www.bbc.co.uk/bitesize/articles/zcxy6g8>

The aim of this video is to show you how to measure and to draw accurately.

Throughout the video, there are a number of questions for you to answer.

You could pause the video to allow yourself time to answer.



Draw Accurately



Activity 1

In this worksheet, there are three questions to complete which involve measuring and drawing accurately.

Draw Accurately

1. Measure these lines to the nearest mm. Which line is the odd one out?

A	
B	
C	
D	

2. All the lines below have been ordered from shortest to longest. Draw lines B and D. to complete them and then write the measurements for all the lines in the boxes.

A

cm mm

B

cm mm

C

cm mm

D

cm mm

E

cm mm

3. Jack has been measuring some lines. Is he correct? Explain how you know.



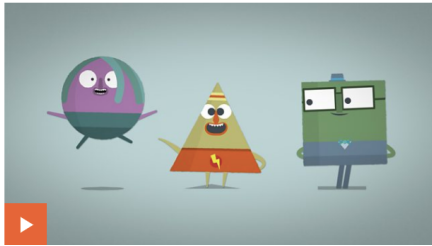
All of my lines are longer than 3cm 5mm but shorter than 7cm 5mm.



Tuesday 30th June 2020

LI: Learn to recognise 2D shapes based on their properties.

Link: <https://www.bbc.co.uk/bitesize/articles/zkhbp4j>



What are 2D shapes?

2D shapes are everywhere!

For example, windows are usually shaped like rectangles and clocks are shaped like circles.

2D shapes are flat and all have different properties.



Properties are the qualities that a shape has. Examples of shape properties are:

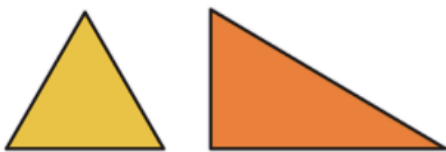
- number of sides
- number of angles (corners)
- length of sides
- types of angles (acute, obtuse, right-angle)
- perpendicular and parallel lines

Triangles

All triangles have **3 sides** and **3 angles**.

However, different triangles have different properties, depending on how they are drawn. You have to look very carefully to see what is different.

For example, compare these two triangles:



Like all triangles, both have 3 sides and 3 angles.

However, the yellow triangle's sides are all the **same length** and the angles are all the **same size**.

The green triangle has a **right-angle** and all the sides are a **different length**.

Quadrilaterals

A quadrilateral is a shape with **4 sides** and **4 angles**.

These are some examples of quadrilaterals and their properties:



Square

- Sides all equal length.
- Angles all right-angles (perpendicular lines).
- 2 pairs of parallel lines.



Rectangle

- 2 sides longer than the others.
- Angles all right-angles (perpendicular lines).
- 2 pairs of parallel lines.



Trapezium

- 1 pair of parallel lines.
- 2 sets of equal angles.
- 2 lines equal length and 2 that aren't.




Kite

- 2 pairs of equal sides.
- 1 pair of equal angles.
- No parallel lines.

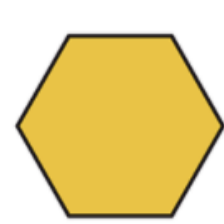
Regular polygons

These are shapes that have all **equal sides** and **equal angles**.



Pentagon

- 5 equal sides and angles.



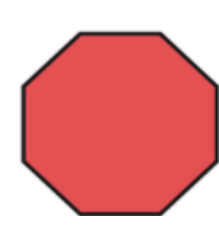
Hexagon

- 6 equal sides and angles.
- 3 pairs of parallel lines.



Heptagon

- 7 equal sides and angles.



Octagon

- 8 equal sides and angles.
- 4 pairs of parallel lines.

Irregular polygons

These are shapes that have sides and angles of **different sizes**.

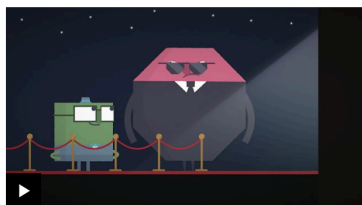
You can always identify the polygon by how many sides it has, e.g. a pentagon is always a shape that has 5 sides.

Example:





This irregular pentagon has sides and angles that are different lengths and sizes.

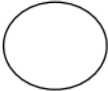
It has two right angles and one pair of equal sides. The other 3 sides are different lengths.

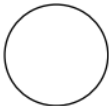


1). Which shape is the odd one out?

A 

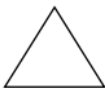
B 

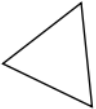
C 


D 


Explain your answer.

2). Which shape is the odd one out?

A 

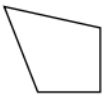
B 


C 

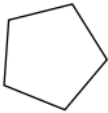
D 


Explain your answer.

3). Which shape is the odd one out?

A 

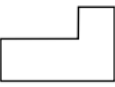
B 


C 


D 


Explain your answer.

4). Which shape is the odd one out?

A 


B 

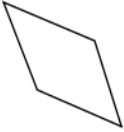
C 


D 


Explain your answer.

5). Which shape is the odd one out?

A 


B 

C 


D 

Explain your answer.


1) Name the shapes and identify one property of each:



Name: _____
Number of sides: _____



Name: _____
Number of vertices: _____



Name: _____
Property of your choice: _____



2) Circle the descriptions that match this shape:



I have 6 sides.

I have 5 vertices.

All my sides are the same length.

I am symmetrical.

1) Draw your own shape in the box which:

- has at least one acute angle (less than 90°);
- is symmetrical;
- has an odd number of sides.



2) Quadrilaterals are always symmetrical.

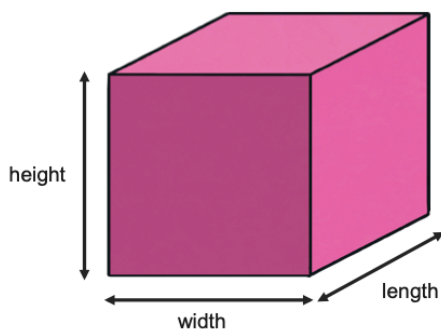
Is this true? Explain your answer.



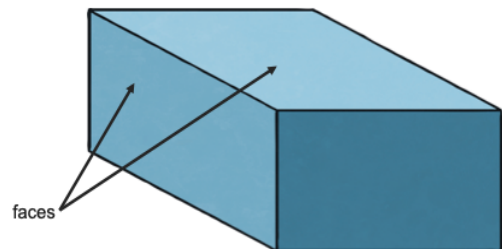
Wednesday 1st July 2020

LI: To describe 3D shapes, we talk about faces, edges and vertices.

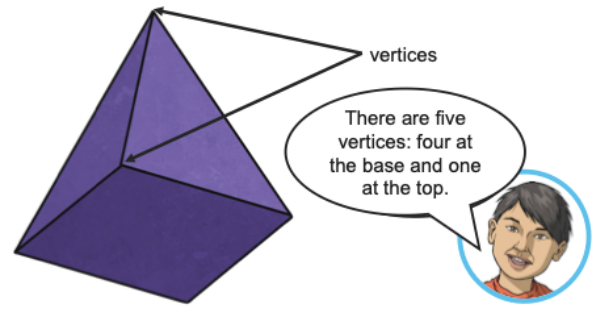
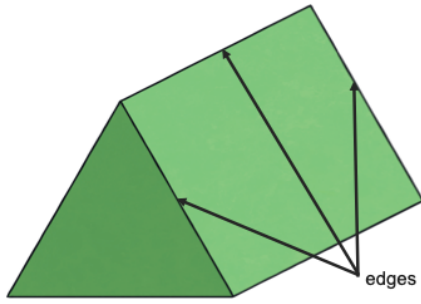
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Every 3D shape has three measurements. These are **length**, **height** and **width**.

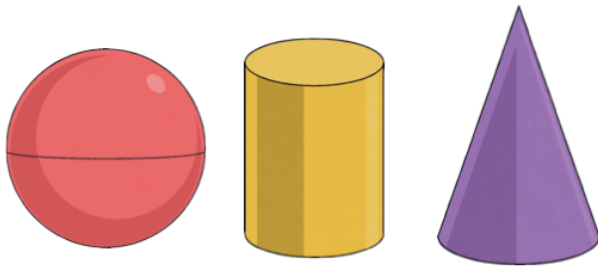


Faces are the flat sides on a shape. This cuboid has six rectangle faces.

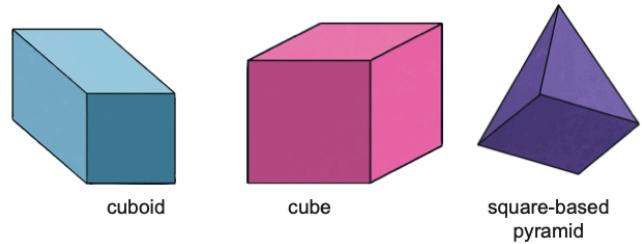


Edges are the lines where two faces meet. A triangular prism has nine edges

Vertices are the corners of a 3D shape, where two or more edges meet.



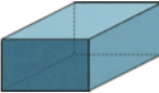


A 3D shape has a square face.
What shape could it be?



Remember that some shapes, like these, have curved surfaces.

1) Fill in the table with the name of the 3D shape and the number of faces, edges and vertices:

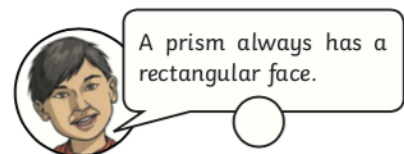
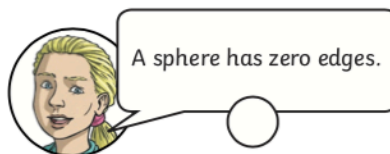
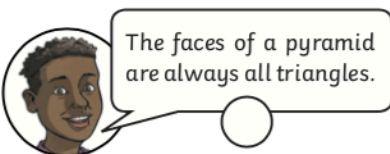
3D Shape	Name	Number of Faces	Number of Edges	Number of Vertices
				
				
				



2) Circle the shapes which have 5 or more vertices:

cube triangular prism square-based pyramid cone

1) Tick the statements that are true and explain your choices:



2) A 3D shape has a flat, circular face. What shape could it be?



Thursday 2nd July 2020

LI: Learn how to tell the time to the nearest 5 minutes.

Link: <https://www.bbc.co.uk/bitesize/articles/zjf4ydm>

In the two slideshows below, you will learn how to tell the time in five-minute intervals.

Work your way through each slideshow and then have fun practising what you've learnt with the two worksheets.

Telling the Time Past the Hour

Starting at 12, we count clockwise round the clock to tell us minutes past the hour.



Telling the Time Past the Hour

The time is 5 minutes past 5.



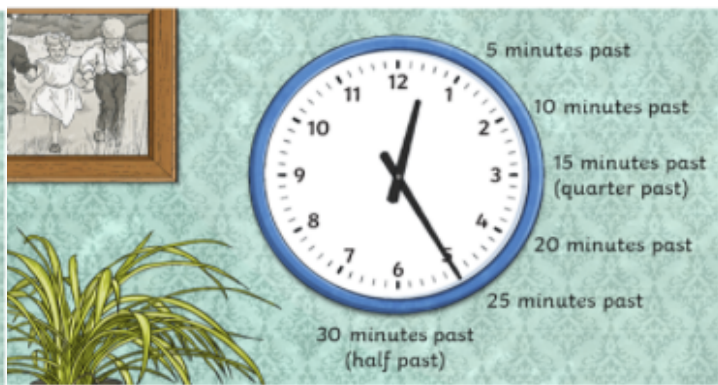
Telling the Time Past the Hour

The time is quarter past 11 or 15 minutes past 11.



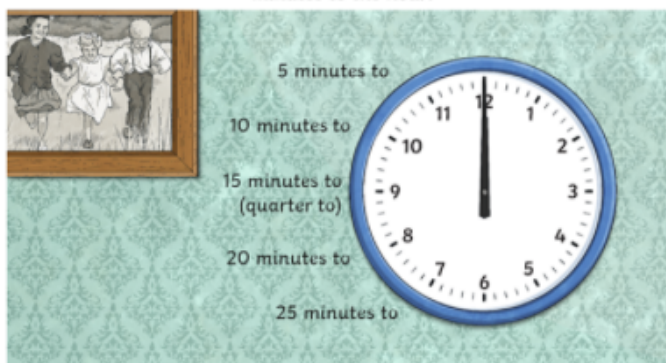
Telling the Time Past the Hour

What time is shown on the clock?



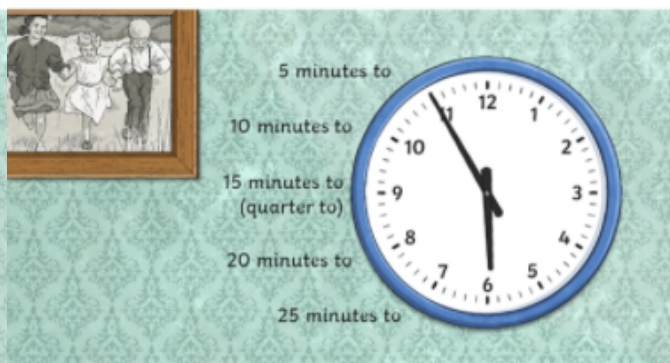
Telling the Time to the Hour

Starting at 12, we count anticlockwise round the clock to tell us minutes to the hour.

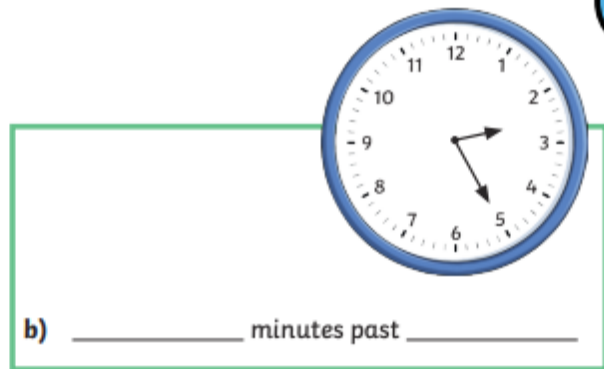
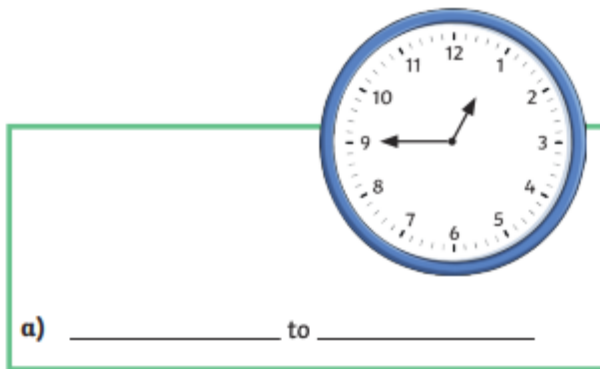


Telling the Time to the Hour

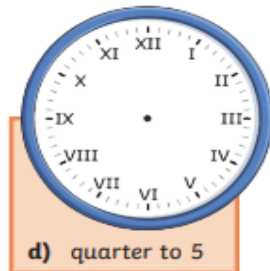
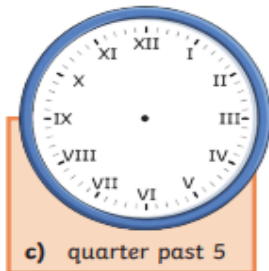
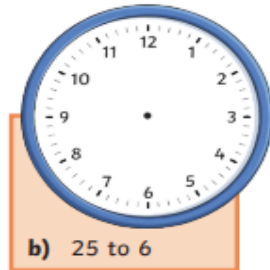
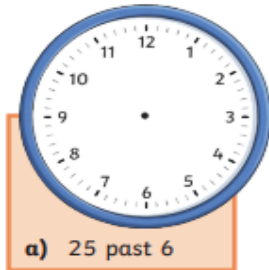
The clock is showing 5 minutes to 6.



1) Write the time shown on each clock.



2) Draw hands to show the times given.



3) Year 3 went to the theatre. The show started at 20 past 1.



a) Which of the clock faces show the latest time that year 3 could have sat in their seats, without missing any of the show. Explain fully.

b) If year 3 sat in their seats at the time shown on the first clock, would they have been early or late? Explain your answer.

4) What times between 7 o'clock and 9 o'clock can you find where the minute hand points to a multiple of 3? Explore.

Friday 3rd July 2020

Click on the link to find out your maths challenge of the week. Don't forget to log onto Mathletics.

Link: <https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons>



Monday 29th June 2020

History

LI: Learn about the ancient Maya civilisation and why farming was so important to them.

Link: <https://www.bbc.co.uk/bitesize/articles/z8tbp4j>

Watch the video below as Akbal introduces us to life in the Maya civilisation, which existed in Central America 1,000 years ago.



Why was farming so important to the Mayas?

Farming was really important to the Mayas. Most people grew their own crops in small fields.

Despite their size, these fields were used to grow many kinds of crops at the same time, such as maize, beans, squash and chilli. If farmers grew more than they could eat, they traded the leftovers in markets.

One reason the Mayas were so successful at farming was that they studied the stars and the weather. This meant they were able to create very detailed calendars, which told them what time of year to plant crops and when they should harvest them.

Watch the video below to learn more about Mayan farming.



Three types of Maya farming

Raised field

The Mayas used this method to farm areas of land that otherwise would have been too wet to use. Small canals were created by digging out soil from beneath the water and piling it up to create small islands. Maya farmers could then grow crops on these islands while they harvested the fish that swam in the canals.

Terrace farming

This is where walls are built to make small flat fields one on top of the other. It was useful for increasing the amount of farmland in mountain areas. Most terraces were small, but in some parts of the Maya lowlands, they dramatically transformed entire regions!



Slash and burn

Also known as 'shifting', this is when jungle areas are chopped down and burnt. The ash is high in nutrients, so it was perfect for growing crops. However, within a few years, the nutrients would be used up and the farmers would have to move elsewhere to let the forest regrow.

Activity 1

Can you answer the following questions? Try writing at least three sentences for each.

- Who were the ancient Maya?
- Why was farming so important to the Maya?

Tuesday 30th June 2020

LI: Learn about the five oceans of the world, ocean currents, and pollution.

Link: <https://www.bbc.co.uk/bitesize/articles/zmmp7yc>

Oceans of the world

There are **five oceans** in the world. Together they cover more than **70 per cent of our planet**, and they are all connected together. The oceans are:

- the Atlantic Ocean
- the Pacific Ocean
- the Indian Ocean
- the Southern Ocean
- the Arctic Ocean

The nearest ocean to the UK is the Atlantic Ocean. It stretches from Europe to North and South America, and is the second largest of the five oceans.

Sue Venir is on a beach by the Atlantic Ocean. Watch this short animation to find out more about oceans!



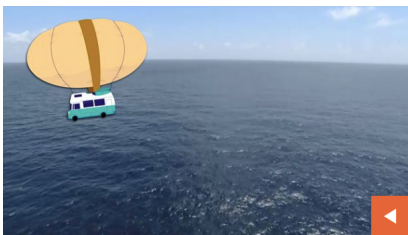
What are ocean currents?

The water in the oceans is constantly moving in patterns called **currents**. Some currents flow quickly, while some move very slowly. As the currents flow around the planet they move cold and warm water from one place to another, changing **climate** and **temperatures** all over the world. The UK would be much colder if it wasn't warmed by water that travels all the way from the Caribbean, in a current called the North Atlantic Drift.

The ocean currents also help move anything that floats in them. This can be sea creatures or ships, but unfortunately it also carries rubbish that has been dumped carelessly by people. This rubbish finds its way around the world, **pollutes** the oceans and can be harmful to sea life. Some kinds of rubbish, such as plastic, are eaten by sea creatures. This causes them lots of problems and can even kill them.

We need to look after our planet by **recycling** and **reducing** the plastics we use.

Watch this short film to see some incredible ocean life in action.



Activity 2

Colour in the oceans

For this activity you will need coloured pencils.

Colour in the five oceans of the world on the map.

Oceans

Colour in the oceans where they belong on the map.



Science

Wednesday 1st July 2020

LI: In this lesson learn about what fossils are and what they can teach us, what soil is and the different types of rocks.

Link: <https://www.bbc.co.uk/bitesize/articles/zvb2kty>

How are fossils made?

A fossil is the preserved remains or traces of a dead organism.

The process by which a fossil is formed is called **fossilisation**.

Watch this short film to learn more about how fossils are made.



What can we learn from fossils?

Fossils have been found in rocks of all ages, stretching back billions of years.

However, most of the species found in the fossil record have died out or become extinct.

In this short film find out what we can learn from fossils.

What is soil made from?

Soil is a mixture of tiny particles of rock, dead plants and animals, air and water.

What is a rock?

Rocks are all around us and they have many different properties.

Some rocks are very hard and some are soft.

Watch this short film to find out more about rocks.

Number each statement in the correct order

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A Match the type of rock with the description.

Made from broken up pieces of other rocks.

Formed when magma cools down.

Changed by heat and pressure underground.

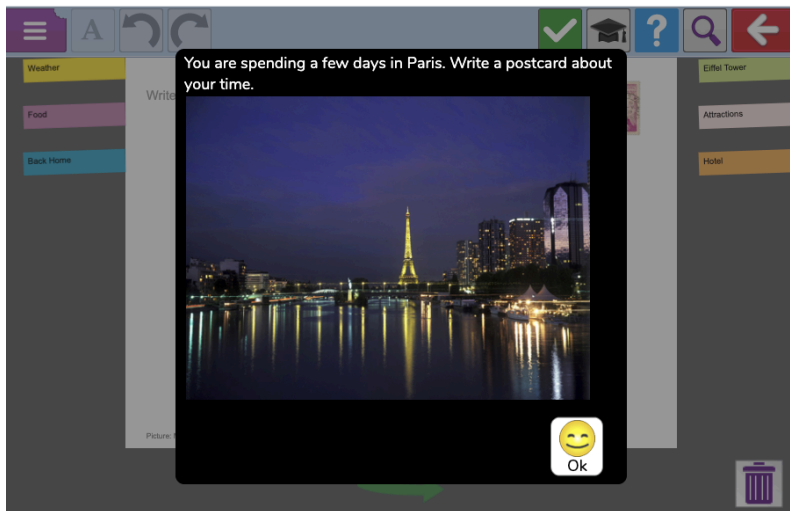
< Igneous Metamorphic Sedimentary >

French

Thursday 2 July 2020

LI: To be able to create a poster about Paris

Link: <https://www.purplemash.com/sch/stjohnn18>



RE

Friday 12th June 2020

LI: To be able to explain what the 'Gospel' means.

So far in our 'Big Story' we've done

Creation - Christian belief that all human life are Gods good creation

The Fall -Humans tending to go their own way

People of God -The Old Testament story of Gods plan of choosing good people who will model a right relationship with God-Abraham and others-This plan appears to fail so the people are waiting for a 'messiah' , a rescuer

Incarnation -The New Testament presents Jesus as the answer-The Messiah and Saviour who will offer a way to people to be in a relationship with God again. Incarnation means..... Jesus is God in the flesh.....in Jesus , God came to live among people.

Today we will be looking at:

- The Gospel

Here's a video that includes the explanation of Incarnation.

<https://request.org.uk/restart/2018/03/07/bible-quest-the-teachings-of-jesus/>

Questions

1. What did Jesus encourage people to do?
2. Who do you think Jesus would be with today?
3. What would he be doing?
4. What are the other name people called Jesus? What does it mean?
5. What is the name of the stories Jesus taught?



Extra Homework! For a chance to win a prize!!

**WHICH
BLACK PERSON
INSPIRES YOU?**

VIDEO, WRITE OR CREATE A
POSTER ABOUT A BLACK
PERSON WHO INSPIRES YOU AND
WHY.

IT COULD BE SOMEONE FAMOUS
OR SOMEONE YOU KNOW
PERSONALLY.

THE BEST WORK WILL BE
RECEIVING A PRIZE.

DEADLINE: 13TH JULY

SEND IN YOUR WORK TO
WEBSITE@STJOHNANDJAMES.ENFIELD.SCH.UK



8:30	Breakfast	
9:00	English - LI: To demonstrate understanding of the prefixes mis-, dis-, un- and in.	https://www.bbc.co.uk/bitesize/articles/z4k6wnb
10:00	Maths - LI: Learn how to draw lines and shapes accurately using a ruler.	https://www.bbc.co.uk/bitesize/articles/zcxy6g8
11:00	Break Time	
11:30	Quiet Reading • Read a reading book or log onto http://www.scholasticlearningzone.com	
12:00	Lunch- This time may depend on your parents, therefore it might change slightly.	
13:00	LI: Learn about the ancient Maya civilisation and why farming was so important to them.	https://www.bbc.co.uk/bitesize/articles/z8tbp4j
14:00	Additional English & Maths - See our school website - Hamilton Trust Daily Tasks	
15:30	Relax	



8:30	Breakfast	
9:00	English: LI: To understand how to join sentences together using coordinating conjunctions.	https://www.bbc.co.uk/bitesize/articles/zj6gn9q
10:00	Maths: LI: Learn to recognise 2D shapes based on their properties.	https://www.bbc.co.uk/bitesize/articles/zkhhbp4j
11:00	Break Time	
11:30	Quiet Reading • Read a reading book or log onto http://www.scholasticlearningzone.com	
12:00	Lunch- This time may depend on your parents, therefore it might change slightly.	
13:00	LI: Learn about the five oceans of the world, ocean currents, and pollution.	https://www.bbc.co.uk/bitesize/articles/zmmp7yc
14:00	Additional English & Maths - See our school website - Hamilton Trust Daily Tasks	
15:30	Relax	



8:30	Breakfast	
9:00	English - LI: To write a letter to your teacher using questions and paragraphs correctly.	https://www.bbc.co.uk/bitesize/articles/zmmvtrd
10:00	LI: To describe 3D shapes, we talk about faces, edges and vertices.	https://www.bbc.co.uk/bitesize/articles/zxc9ydm
11:00	Break Time	
11:30	Quiet Reading • Read a reading book or log onto http://www.scholasticlearningzone.com	
12:00	Lunch- This time may depend on your parents, therefore it might change slightly.	
13:00	Science - LI: In this lesson learn about what fossils are and what they can teach us, what soil is and the different types of rocks.	https://www.bbc.co.uk/bitesize/articles/zvb2kty
14:00	Additional English & Maths - See our school website - Hamilton Trust Daily Tasks	
15:30	Relax	

8:55 Breakfast

9:00	English: LI:: To understand when and how to use bullet points.	https://www.bbc.co.uk/bitesize/articles/zr2vtrd
10:00	LI: Learn how to tell the time to the nearest 5 minutes.	https://www.bbc.co.uk/bitesize/articles/zjf4ydm
11:00	Break Time	
11:30	Quiet Reading • Read a reading book or log onto http://www.scholasticlearningzone.com	
12:00		
13:00	LI: To be able to create a poster about Paris	https://www.purplemash.com/sch/stjohnn18
14:00	Additional English & Maths - See our school website - Hamilton Trust Daily Tasks	
15:30	Relax	

8:30 Breakfast

9:00	English: Reading lesson	https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons
10:00	Maths Challenge on BBC Bitesize	https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons
11:00	Break Time	
11:30	Quiet Reading • Read a reading book or log onto http://www.scholasticlearningzone.com	
12:00	Lunch- This time may depend on your parents, therefore it might change slightly.	
13:00	RE: LI: To be able to explain what the 'Gospel' means.	https://request.org.uk/restart/2018/03/07/bible-quest-the-teachings-of-jesus/
14:00	Additional English & Maths - See our school website - Hamilton Trust Daily Tasks	
15:30	Relax	