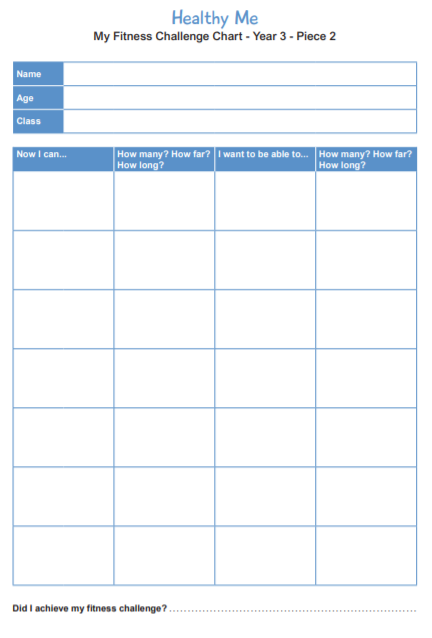
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| Monday | |
| English | IALT use and understand expanded noun phrases.  Starter: Correct the spelling and punctuation.  there was once a boy named charlie he lived in a small town with his mum dad, and grandparents  he was a kind and caring young man charlie was as sweet as a rose  Task: Write some sentences with expanded noun phrases about Mr Willy Wonka, from Charlie and the Chocolate Factory and draw a picture of him.  What is an expanded noun phrase?  <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f> - watch this clip to remind yourself what an expanded noun phrase is.    An expanded noun phrase is a way to describe the noun better with the use of a determiner, one or more adjectives, a noun and a prepositional phrase. Use the support below to help you use the correct features in your expanded noun phrase.    Extension: Explain why you would use commas to separate the adjectives. |
| Maths | Starter-for the starter of this lesson, you will need to fill out the multiplication grip to help you practise this every day. Remember to work on your time tables facts every day.  **IALT explore equal groups**  mild    Spicy  Explain what multiplication is, based on what you observed above. Use a diagram to illustrate this.  hhh    Next step: If 5x3= 15, which number sentence would best help you find 6x3? Explain your reasoning.  a) 5x3+6 b) 5x3+3 c) 15+3 d) 15+6 |
| Guided Reading | READ BLURB  Who is the story going to be about?  What is this story going to be about?  Where will the story be set?  Which character does the blurb introduce us to?  What do you think might happen in this story?  Who do you think would like this book?  Why do you think the author would write a book like this?  Look at the other books the author has written- what do you notice? What does this tell us about the author?  Write a prediction about what you think will happen in the story.  Use the word ‘because’  Use evidence from the blurb  Compare with other stories we have read. |
| Topic | Task: Create a poster about the history of chocolate. Use the information below to help you create your poster, you may also want to research online to add more information.  <https://www.youtube.com/watch?v=ibjUpk9Iagk> – Watch this clip to help you. |

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| Tuesday | |
| English | IALT use and understand similes.  Starter: Practise your spellings in any way that suits you. Do you notice the -ally suffix? Can you think of any other words that end with that suffix? Can you put these words into sentences? Using a dictionary, can you find the meaning of these words?  **musically**  **romantically**  **drastically**  **dramatically**  **automatically**  Task: Write some sentences with similes about Mr Willy Wonka, from Charlie and the Chocolate Factory.    What is a simile?  [https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z9tkxfr](https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z9tkxf#r) - watch this clip to remind yourself what a simile is.  A simile is when you use **LIKE** or **AS** to describe something as if it is something else.  Extension: Explain what is the difference between similes and metaphors are? Use examples to help you in your explanation. |
| Maths | Starter- 3 and 4 times table  Play in pairs if you can but can be done individually. Shuffle a pack of 0–12 cards and place them facedown. Now, turn over each card in turn and multiply each number by 3. Can you get through the whole pack in 3 minutes? Repeat for the 4 times table.  *Did you say any numbers for both times tables?* (12, 24, 36)  **IALT explore dividing by 3.**  Division be **sharing** or **grouping**. Underneath there two models to remind you of this.    **mild-**use sharing and grouping to divide by 3 the following counters. Make sure to set it up as I did above.    **spicy-**explain what is different and the same about sharing and grouping.  **hhh-**choose ONE of the following problems:   1. There are 12 pieces of fruit. They are shared equally between 3 bowls. How many pieces of fruit are in each bowl? Use counters to help you figure out this problem. 2. Pokémon cards come in packs of 3. If there are 21 Pokémon cards altogether, how many packs are there? |
| Guided Reading | READ CHAPTER 1  Who is the story about?  Why did the hedgehogs like the park?  Where do the hedgehogs live?  What does Pa give the children a long lecture about?  Why did Ma think that Pa should warn the children?  Who are the members of Max's family?  How do the younger hedgehogs look different to the grownups?  Draw a map of the park.  Label areas  Use evidence from the book  Add some of your own ideas |
| Topic | Task: Write a balanced argument about the advantages (good things) and the disadvantages (bad things) of buying our food from other countries?  Recap this clip - <https://www.youtube.com/watch?v=cy1uNxzHjfA> Then, discuss:  1.) What are food miles?  2.) What are the disadvantages (bad things) of these?  3.) What do you think the advantages (good things) are?  Here is WAGOLL (what a good one looks like), you may use this to help you write your balanced argument.  You need:   1. Introduction 2. For paragraph 3. Against paragraph 4. Conclusion   Introduction:  There for advantages and disadvantages to buying our food produce from all over the world. This balanced argument will explore the reasons for and against receiving our food this way.  FOR (advantages):  Firstly, one of the best things about buying our food from aboard is that we get to extend our diet and eat a variety of different types of food that we may not be able to try otherwise.  AGAINST (disadvantages):  On the other hand, using food miles can be incredibly damaging to the environment. It increases the amount of bad gases in the air which then impacts climate change.  Furthermore, the people who are farming and making these foods usually do not get paid very much to do so. Therefore, it is much better to shop locally and produce you own food if you are able too.  Conclusion  In conclusion, there for reasons for and against using food miles to consume our food but overall I believe as a community we should be trying to shop locally and produce food ourselves when we can. This way we will all be playing a small part in helping the world become a better and safer place. |

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| Wednesday | |
| English | IALT revise similes and expanded noun phrases.  Starter: Practise your spellings in any way that suits you. Can you put these words into sentences? Using a dictionary, can you find the meaning of these words?  **academically**  **historically**  **magically**  **sensationally**  **athletically**  Task: Read the sentences below. In your books, create a table with one column for similes and one for expanded noun phrases. Sort the sentences into the correct column.  Charlie was as tough as old boots.  Mr Willy Wonka was as cool as a cucumber.  His long, purple jacket floated delicately behind him as he walked.  The other 4 children pretended they were as good as gold around Mr Wonka.  Charlie’s big, beautiful eyes lit up as he entered the chocolate room.  Mike TV wore a t-shirt that looked shabby and unclean.   |  |  | | --- | --- | | Similes | Expanded noun phrases | |  |  |   Extension: Add two more similes and two more expanded noun phrases to your list about any character in Charlie and the Chocolate Factory. |
| Maths | **Starter- 5 and 8 times table**  Play in pairs but you can do so by yourself. Shuffle a pack of 0–12 cards and place them facedown. When you say ‘go’, turn over each card in turn and multiply each number by 5. Can you get through the whole pack in 3 minutes? Repeat for the 8 times table.  *Did you say any numbers for both times tables?*  **IALT explore the 3 times tables**  The following is an example of number facts in the three times tables. One example shows grouping in division and the other what multiplication is. Use these to help you create number facts in the 3 times tables with different multiples in mild.    **mild-**create a number fact for the following multiple of three (6). Use the above example to set up your learning.    **Spicy-**Use the same strategy as above to create number facts. Use as many multiples of three (those that appear in the 3 times tables for example 9, 12, 15, 18 etc. )  **hhh-** Start this rhythm:  clap, clap, snap, clap, clap, snap…  Carry on the rhythm. What will you do on the 9th beat? What about on the 21st beat? Explain how you know. |
| Guided Reading | READ CHAPTER 1  What is the bad news at the beginning of the chapter?  Why does Ma think the news is unfair?  Why does Ma tell Pa to 'shhhh!' on Page 4?  Why does Max have a longer name than his sisters?  What have we learnt about Max from this chapter?  Create a character profile of Max.  OUTSIDE: write words that describe what he looks like.  INSIDE: write words/phrases to describe his personality.  Use 'because' to explain what you know about him. |
| PSHE | **Year 3 fitness challenge!**  Everyone's fitness challenge will be different. We are doing this so we help each other get fitter, so that our hearts and lungs are stronger. REMEMBER our hearts and lungs work together to stay strong!  Task: Fill in fitness card (please see below)   1. What can you do now without stopping for a break? (play football for half an hour, skip with a rope for 10 minutes, do jumping jacks for 2 minutes, hop on the spot 20 times, run really fast between two points) 2. Draw or write what they can do now and how many they can do or for how long/how far. 3. How can you challenge yourself? 4. Draw or write what you would like to be able to do and how many/how far/for how long (skip with a rope for 15 minutes without stopping, hop on the spot 30 times) |



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| Thursday | |
| English | IALT write a character description.  Choose a character from the options below and write a description about them.  Use powerful adjectives to describe (e.g. Violet always wore the same blue, boring outfit.)  Use expanded noun phrases to describe (e.g. She wore the most gorgeous, red pointed shoes on her feet.)  Use similies to describe (e.g. Mr Wonka was as mad as a box of frogs)  You may add a drawing to your description.  REMEMBER:  Aa .,!? paragraphs conjunctions |
| Maths | Starter-take a look at the resource that looks like this and complete the chart. This will help you count in steps of 100.    **IALT explore the 4 times tables.**  **Mild-**    **Spicy-**  There are 4 pens in a pack. How many will there be in 7 packs?  **hhh-** |
| Guided Reading | READ CHAPTER 1  What words does the author use instead of Mum and Dad?  Why has the author used an ellipsis ... on page 2?  What word on page 4 tells you that the hedgehogs liked the food in the park?  What does 'sourly' mean?  What does 'sows' mean?  Why has the author use a simile on page 5?  What does 'hastily' mean on page 6?  At the end of the paragraph, Max asks Pa how humans cross the road safetly.  Write instructions to explain this to him.  Use numbers to order your instructions.  Use adverbs and imperative verbs in your instructions.  Include diagrams. |
| PE | See separate guidance on PE activities. |

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| Friday | |
| English | IALT edit my character description.  Edit and up level your description of a character from Charlie and the Chocolate Factory. Use a different coloured pencil or pen (purple pen, if you have one) and edit any corrections with a family member or friend. Have you included everything you can from the chillis? Use a dictionary or the internet to correct spellings.  Have you used powerful adjectives to describe? (e.g. Violet always wore the same blue, boring outfit.)  Have you used expanded noun phrases to describe? (e.g. She wore the most gorgeous, red pointed shoes on her feet.)  Have you used similies to describe? (e.g. Mr Wonka was as mad as a box of frogs)  REMEMBER:  Aa .,!? paragraphs conjunctions |
| Maths | Starter- round the 2- or 3-digit number you create to the nearest 10. If you are doing this with someone else, the fastest to round it gets a token ( a cube or anything else). The one with the most tokens at the end of 5 rounds, wins. Remember to use a number line to help you round.  **IALT explore to divide by sharing and grouping.**  **Mild-** for the first problem put the counters in **equal** groups of 3. For the second problem share the counters **equally** in groups of 3.    **spicy-** describe what is different in the way in which you circled the counters.  **hhh-** choose one of the following challenges: |
| Guided Reading | Accelerated reader – complete a quiz online. Many books you have at home will also be on accelerated reader, search the name to find out if you can do a quiz about one of your own books.  Steps: School website – class pages – Accelerated reader – log in – Accelerated reader |
| Science | Task: Draw a diagram of a flowering plant. If you have some in your garden or home then you could use them to help you draw it.  Then, label the male and female parts of that plant.  Key words: stigma and stamen  <https://www.bbc.co.uk/bitesize/topics/zy66fg8> - clips to help you with your labelling. |