



-Year 3 Blended Learning Plan-



Week beginning:22.2.21

English

- **Daily reading:**

Log in to either website below to find some e-books you can enjoy or read a book that you have at home. **Can you.....**

(fiction)

1. Retell the story (using puppets, a story board or speaking it)
 2. Predict what might happen next?
 3. Describe a character?
- (fiction and non fiction)
4. Write a book review?
 5. List 5 facts you have found out?

<https://home.oxfordowl.co.uk/reading/free-ebooks/>

<https://www.teachyourmonstertoread.com/>

<https://collins.co.uk/pages/big-cat-ebooks> (Your child has their own log in details in their reading diaries)

Link to our school story-The Iron Man-Ted Hughes (Text attached)

<https://www.youtube.com/watch?v=ycgfA-7udHs>

English work – Week 6. Into The Forest: See attached planning.

- **Daily Spelling.**

Practise this half terms spellings. (see dojos)

- **Daily Phonics**

Log on to phonics play. <https://phonicsplay.co.uk> (ask us for the log in details) or

<https://www.phonicsbloom.com/>

Choose an activity from phase 3, 4 or 5 depending on what your child needs practise on.

Weekly Writing.

A brilliant, fun and entertaining way to write.

Click on PDF download for the 'picture of the day' eg, Darth's Dream Car- reading and writing activities are provided based on the picture provided.

<https://www.pobble365.com/>

Maths

This week we are looking at Measuring length. We will be revising some Year 2 content this week before we move on. . We have returned to the White Rose Maths videos for this unit. All children can access this so there is only one worksheet option for all groups.

Wtch the video first, all the teaching is in these videos!

Monday: Measure length (cm) <https://vimeo.com/430299105>

Tuesday: Measure length (m) <https://vimeo.com/403260691>

Wednesday: Compare lengths <https://vimeo.com/430299221>

Thursday: Order lengths <https://vimeo.com/405439587>

Friday: Four operations with lengths <https://vimeo.com/430299420>

You do not need to print off the sheets but they are saved as a file on dojos if you wish to access them separately.

Continue to practise your times tables using times table Rockstars.

<https://trockstars.com/>

Science

Key Question: What do robots have for breakfast?

Do we eat metal?

Watch this clip...<https://www.youtube.com/watch?v=oQ5lzpAw2qE>

What are your thoughts? Jot them down or talk to a grown up.

Task: Gather a selection of objects which you might have at home. Try and find a ball, a toy with wheels, a windmill (you could make your own...instructions attached, a paperclip, a piece of paper, a toy with moving parts.

Investigate ways to make each one move....think about whether it is a pull, or push. Draw each object and label how you made them move. (sheet attached)

Watch this powerpoint video.

Complete the attached sheet.

Outcome: I know that a force is need to make something move.

Resources attached to bottom of this plan.

PSHE

Key Question: What's my job? Part 1

Outcome: To learn about some jobs and careers people have today

Weekly task:

Watch the videos about being an archaeologist - <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-proud-to-be-an-archaeologist/zmqg92p>

And the video about being a doctor –

<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-proud-to-be-a-doctor/z7kfbdm>

Write your response to both of these careers:

What does an archaeologist do?

Would you like to do this job? Why or why not?

What does a doctor do?

Would you like to do this job? Why or why not?

Resources attached to bottom of this plan.

Topic (Geography) We haven't got a topic this term so will recap some previous Geography skills.

Key Question: Why are maps helpful?

Weekly task: Watch this clip.

<https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zdk46v4>

Complete the mapping sheet attached.

Outcome: I know the 8 points of the compass and can use these to read simple maps.

Resources attached to dojos.

French.

Weekly task: To learn to talk about food and drink.

[Food and Drink - KS2 French - BBC Bitesize - BBC Bitesize](#)

Follow the link for this week's French activities. This week's unit is talking about your favourite food and drink. Tell us about what you like to eat and drink. What do you have for each meal of the day? Say it in French and record it, post it on dojos.

Design Technology

Key Question: What does the Iron Man look like?

Weekly task:

1. Draw the Iron man from the description on the first page. Label the different parts of him e.g. **Great iron head shaped like a dustbin.**
2. Begin to collect cardboard (cereal boxes, kitchen roll tubes, small boxes etc) to use for next week's project. You might also need some foil!

Show us your Iron Man picture with labels on Dojos!

Home Learning Physical Education

The recommended amount of physical activity for children aged 5-18 is 60 minutes a day. It should be hard enough for us to get a little bit out of breath and a little bit sweaty!

Online Resources available

Agility <https://www.youtube.com/watch?v=T5cepEqY3B0>

Joe Wicks <https://www.youtube.com/user/thebodycoach1>

Just Dance <https://www.youtube.com/watch?v=ERbdjlv6dg>

Disney Dance <https://www.nhs.uk/10-minute-shake-up/shake-ups>

Here there is a dedicated #stayinworkout page Here you will find links to the following:

Go Noodle <https://www.gonoodle.com/>

Just Dance <https://www.youtube.com/user/justdancegame/videos>

Move Crew <https://ukactivekids.com/movecrew/>

Computing

Please feel free to use the links below to improve your computing skills on a weekly basis.

Scratch - <https://scratch.mit.edu/>

- Google 'Scratch' and it is the first option. On the website, click 'Create' to access the coding stage which the children are used to using in class. They can watch tutorial, step-by-step guides on the website by clicking 'ideas' and this will teach them different skills.

Minecraft Coding- <https://code.org/minecraft>

- Google 'Minecraft coding'. This screen will show up - the orange START buttons are how you access different activities. Introductory videos from one of the makers at Mojang will pop up - this isn't necessary to watch. The children will be able to code using their instructions.

Lightbot – www.lightbot.com

- This is a coding game using a robot and problem solving.

The Iron Man – Ted Hughes

Chapter 1

The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where did he come from? Nobody knows. How was he made? Nobody knows. Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness. The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infrared, searching the sea. Never before had the Iron Man seen the sea. He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff. And his right foot, his enormous iron right foot, lifted - up, out into space, and the Iron Man stepped forward, off the cliff, into nothingness.

CRRRAAAASSSSSSH! Down the cliff the Iron Man came toppling, head over heels. CRASH! CRASH! CRASH! From rock to rock, snag to snag, tumbling slowly. And as he crashed and crashed and crashed. His iron legs fell off. His iron arms broke off, and the hands broke off the arms. His great iron ears fell off and his eyes fell out. His great iron head fell off. All the separate pieces tumbled, scattered, crashing, bumping, clanging, down on to the rocky beach far below. A few rocks tumbled with him. Then Silence. Only the sound of the sea, chewing away at the edge of the rocky beach, where the bits and pieces of the Iron Man lay scattered far and wide, silent and unmoving. Only one of the iron hands, lying beside an old, sand-logged washed-up seaman's boot, waved its fingers for a minute, like a crab on its back. Then it lay still. While the stars went on wheeling through the sky and the wind went on tugging at the grass on the cliff top and the sea went on boiling and booming. Nobody knew the Iron Man had fallen. Night passed. Just before dawn, as the darkness grew blue and the shapes of the rocks separated from each other, two seagulls flew crying over the rocks. They landed on a patch of sand. They had two chicks in a nest on the cliff. Now they were searching for food.

One of the seagulls flew up - Aaaaaark! He had seen something. He glided low over the sharp rocks. He landed and picked something up. Something shiny, round and hard. It was one of the Iron Man's eyes. He brought it back to his mate. They both looked at this strange thing. And the eye looked at them. It rolled from side to side looking first at one gull, then at the other. The gulls, peering at it, thought it was a strange kind of clam, peeping at them from its shell. Then the other gull flew up, wheeled around and landed and picked something up. Some awkward, heavy thing. The gull flew low and slowly, dragging the heavy thing. Finally, the gull dropped it beside the eye. This new thing had five legs. It moved. The gull thought it was a strange kind of crab. They thought they had found a strange crab and a strange clam. They did not know they had found the Iron Man's eye and the Iron Man's right hand. But as soon as the eye and the hand got together, the eye looked at the hand. Its light glowed blue. The hand stood up on three fingers and its thumb, and craned its forefinger like a long nose. It felt around. It touched the eye. Gleefully it picked up the eye, and tucked it under its middle finger. The eye peered out, between the

forefinger and thumb. Now the hand could see. It looked around. Then it darted and jabbed one of the gulls with its stiffly held finger, then darted at the other and jabbed him. The two gulls flew up into the wind with a frightened cry.

Slowly then the hand crept over the stones, searching. It ran forward suddenly, grabbed something and tugged. But the thing was stuck between two rocks. The thing was one of the Iron Man's arms. At last the hand left the arm and went scuttling hither and thither among the rocks, till it stopped, and touched something gently. This thing was the other hand. This new hand stood up and hooked its finger round the little finger of the hand with the eye, and let itself be led. Now the two hands, the seeing one leading the blind one, walking on their fingertips, went back together to the arm, and together they tugged it free. The hand with the eye fastened itself on to the wrist of the arm. The arm stood up and walked on its hand. The other hand clung on behind as before, and this strange trio went on searching. An eye! There it was, blinking at them speechlessly beside a black and white pebble. The seeing hand fitted the eye to the blind hand and now both hands could see. They went running among the rocks. Soon they found a leg. They jumped on top of the leg and the leg went hopping over the rocks with the arm swinging from the hand that clung to the top of the leg. The other hand clung on top of that hand. The two hands, with their eyes, guided their leg, twisting it this way and that, as a rider guides a horse. Soon they found another leg and another arm. Now each hand, with an eye under its palm and an arm dangling from its wrist, rode on a leg separately about the beach. Hop, hop, hop, hop they went, peering among the rocks. One found an ear and at the same moment the other found the giant torso. Then the busy hands fitted the legs to the torso, then they fitted the arms, each fitting the other, and the torso stood up with legs and arms but no head. It walked about the beach, holding its eyes up in its hands, searching for its lost head. At last, there was the head - eyeless, earless, nested in a heap of red seaweed. Now in no time the Iron Man had fitted his head back, and his eyes were in place, and everything in place except for one ear. He strode about the beach searching for his lost ear, as the sun rose over the sea and the day came. The two gulls sat on their ledge, high on the cliff. They watched the immense man striding to and fro over the rocks below. Between them, on the nesting ledge, lay a great iron ear. The gulls could not eat it. The baby gulls could not eat it. There it lay on the high ledge.

Far below, the Iron Man searched. At last he stopped, and looked at the sea. Was he thinking the sea had stolen his ear? Perhaps he was thinking the sea had come up, while he lay scattered, and had gone down again with his ear. He walked towards the sea. He walked into the breakers, and there he stood for a while, the breakers bursting around his knees. Then he walked in deeper, deeper, deeper. The gulls took off and glided down low over the great iron head that was now moving slowly out through the swell. The eyes blazed red, level with the wavetops, till a big wave covered them and foam spouted over the top of the head. The head still moved out under water. The eyes and the top of the head appeared for a moment in a hollow of the swell. Now the eyes were green. Then the sea covered them and the head. The gulls circled low over the line of bubbles that went on moving slowly out of the deep sea.

Class novel – English work

Watch the Iron Man Clip. Or read the above text together. (chapter 1)

<https://www.youtube.com/watch?v=ycgfA-7udHs>

Can you answer these questions?

1. What part of the Iron Man breaks off first?

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2. What did the seagulls mistake for a strange crab?

.....

3. Who knew the Iron Man had fallen?

.....

4. Why did the seagulls fly away frightened?

.....

5. What was he thinking when he looked out to sea?

.....

.....

Science

Draw 4 of your objects and how you made them move. Add labels to explain.

Science.

Pushes and pulls are forces. You can make something start or stop moving when you push or pull it.

Activity

Below are some pictures of children using pushing and pulling forces. Write down **push** or **pull** in the force box. Does the force cause something to start or stop moving? In the second box write **start** or **stop**.

1. Force:

Start or Stop?



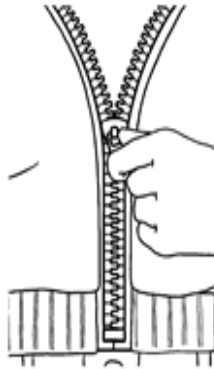
4. Force:

Start or Stop?



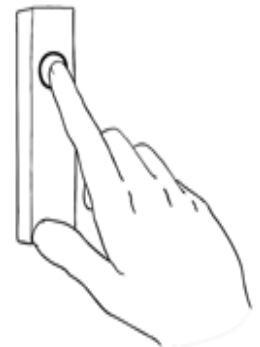
2. Force:

Start or Stop?



5. Force:

Start or Stop?



3. Force:

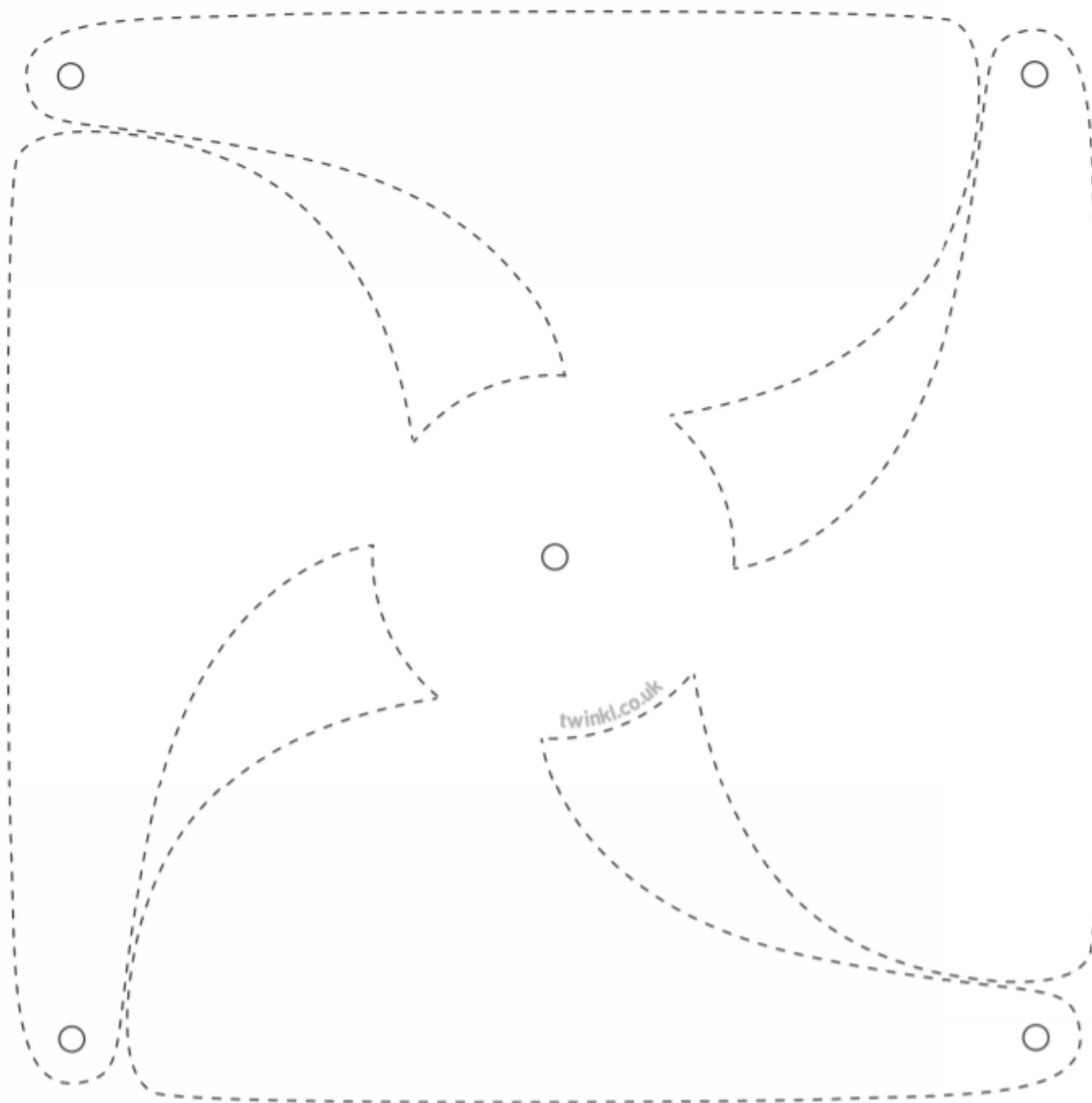
Start or Stop?



When you kick a football, what type of force do you use? Can you describe other sports or activities that involve pushing or pulling?



Printable Pinwheel



Printable Pinwheel

You will need:

- Pinwheel template
- Scissors
- Colouring pens or pencils
- Drawing pin
- Wooden dowel (approximately 30cm long)
- Sticky tack




















What to do:

- Colour in the pinwheel template on both sides.
- Cut out the pinwheel template along the dotted lines.
- Fold the small circles at the ends of the sails in to meet the small circle at the centre of the pinwheel.
- Carefully push the drawing pin through all the small circles at the centre.
- Place the dowel behind the pinwheel and push the drawing pin into the dowel to secure the pinwheel to its handle. Don't push the drawing pin in too tightly, or the pinwheel won't spin.
- Check the back of the dowel to ensure the sharp end of the drawing pin is not sticking out. Place some sticky tack over it if it is.

You can use a straw or rolled up paper instead of dowel.

Geography.

Compass Directions

		bakery 			mosque 	
church 		park 		hospital 		
	taxi rank 		postbox 			cafe 
fire station 		toy shop 		airport 		
	school 		vet 		pool 	
theme park 		police station 				beach 
bus stop 		dentist 	Start 		supermarket 	

Compass directions: the town

1. From the start, go north 4 squares and 3 squares east. Where are you now?
2. Go south-west 4 squares and west 2 squares. Where are you now?
3. Go north-east 1 square and east 1 square. Where are you now?
4. Go east 4 squares and north-west 1 square. Where are you now?
5. Go north-west 2 squares and north-east 2 squares. Where are you now?
6. Start at the vet. How do you get to the church?
7. Give directions from the park to the pool.
8. Write directions from somewhere on the map to another place.



Design Technology

Read the description to help you with your design.

The Coming of the Iron Man

The Iron Man came to the top of the cliff.

How far had he walked? Nobody knows. Where had he come from? Nobody knows. How was he made? Nobody knows.

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The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infra-red, searching the sea. Never before had the Iron Man seen the sea.

He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff.

PSHE

What does an archaeologist do?

Would you like to do this job? Why or why not?



What does a doctor do?

Would you like to do this job? Why or why not?

