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## 3EE work for Monday 16th March-Wednesday 18th March

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Ruthy Trevitt <r.trevitt@europaschool.uk>  
Draft To: Ruthy Trevitt <r.trevitt@europaschool.uk>

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Dear parents,

As per the email sent by Lynn Wood please find the outline of work for tomorrow below. What is set out below will mirror what we do in school - it cannot be exactly the same but children should cover the same topics and concepts.

Children who are in school tomorrow will be asked to take home and bring back in their Power maths workbook on each English day, Mon, Tue, Wed. That way if school is closed we can all as a class work on the same questions, challenges and topics and mark them together on google classroom and possibly have some virtual lessons on google hangouts. If your child is self isolating we will endeavour to post these maths books to them, they are not required this week for our maths lessons until Wednesday.

If your child would like further challenge in maths please use websites such as nrich and bbc bitesize, or allow them to go back in their power maths workbooks and try the challenges on money or other topics we have already explored in class previously. Please do not let them race onto the topics we will be covering in class in the future as this will prevent me from using the powermaths books in class and makes planning maths for the rest of the year very difficult. I will give out specific page numbers that relate to things we are doing in class. We do not use the powermaths books for every lesson as they are not always suitable.

Extension work in English can be to type up their Narnia story in neat, children will either have already brought this home, will be given a copy of their story on Monday 16th March or will have it posted to them.

Wherever possible work will appear on google classroom, scheduled to appear on the same day that it is being covered in class in school.

Monday 16th March

- 8.25-8.40 Registration: change books, set up and change shoes for PE
- 8.40-9.00 PE: we will be following the exercise video available here for free (it is on a subscription site but some trial sessions are free to view) <https://watch.lesmillsondemand.com/born-to-move-free/season:1/videos/born-to-move-17-6-7-baila-with-me>
- 9.00-9.45 Spellings: do test for last week's spellings then practise next week's - If you are doing this at home please send me your child's score out of 10 for 1-10 and your child's score out of 10 for 11-20 so we can continue to keep track of their progress in spelling (especially with the CE, Common Exception words).

TEST

Spelling test CE (D)

- 1 would
- 2 should
- 3 could
- 4 special
- 5 every
- 6 everyone
- 7 thought
- 8 through
- 9 though
- 10 many

Spelling test rule

- 11 accept
- 12 except,
- 13 affect (verb to change someone/something)
- 14 effect (noun, a change that has occurred due to something else happening)
- 15 whose
- 16 who's,
- 17 fare (cost of ticket or how someone gets on e.g. "See how they fare in the race."),
- 18 there (as in over there)
- 19 their (as in it belongs to them)
- 20 they're (as in abbreviation of they are)

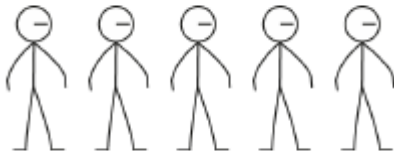
Next week's spellings (for homework):

Spelling test CE (E) 1 believe 2 friend 3 because 4 people 5 said 6 says 7 was 8 whole 9 quarter 10 women

Spelling test rule (RULE prefix in, into or negative. EXPLANATION The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not') 11 inbetween, 12 inactive, 13 inaccurate, 14 incorrect, 15 incredible, 16 independent, 17 indefinite, 18 inability, 19 incompatible, 20 inflexible

- 9.45-10.10 RE tell the Easter story as Christians believe it using the brick testament website (illustrations of bible stories in Lego), go to the life of Jesus and read 'Last supper', 'Jesus is arrested', 'Trial of the century', 'The crucifixion', 'The empty Tomb'. don't include 'the fate of Judas' as it portrays Judas as he hanged himself in remorse, not suitable for this age group - just explain that he regretted betraying Jesus. Follow up work on this tomorrow. RE not covered every week hence a longer focus on it this week. Link to brick testament [http://www.thebricktestament.com/the\\_life\\_of\\_jesus/index.html](http://www.thebricktestament.com/the_life_of_jesus/index.html)
- 10.30-11.00 Maths, fractions - objective is to learn that if one of the equal parts and the number of parts is known the whole can be constructed.

*'The class has been divided into four equal teams. Here is one of the teams.'*



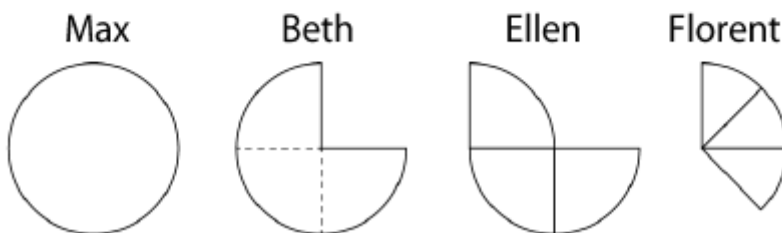
*'How many children are in the class? Draw the whole class.'*

**Dòng nǎo jīn:**

*'Four children have been given a part of a shape and have been asked to draw the whole shape. Who has drawn a correct shape? Why?'*



one part of a  
whole made out of  
three equal parts



To further explore the idea that a whole may not look like a 'complete' shape, use dòng não jīn problems like the one shown opposite. Encourage children to explain why each shape is correct or incorrect:

- Max – incorrect, wrong number of parts
  - Beth – correct, right number and shape of parts
  - Ellen – correct, right number and shape of parts
  - Florent – incorrect, right number of parts, wrong shaped parts.
- Create more of your own fractions problems using shape and number and keep using PART, EQUAL PARTS and WHOLE, ask a friend/parent to solve them. Shape problem e.g. if one part of the shape is a square and there are 5 equal parts what could the whole shape be? A long oblong (meaning longer in one dimension than another) rectangle, a cross shape, an L shape or other. Number problem e.g. if one part of a plate of cupcakes is 3 cup cakes and there are 4 equal parts how many cakes are there on the whole plate?
  - 11-11.45 Music, children will learn more violin, if they are at home they could go on charanga music, practise another instrument they already play or go to bbc bitesize, primary, KS2 (key stage 2), music and explore some of the sections found there <https://www.bbc.co.uk/bitesize/subjects/zwxhfg8>
  - 1-2.00 Science (discovery of the world), food chains, try activities and watch class clips on BBC bitesize, KS2, science, foodchains and habitats.
  - 2.00-2.35 Touch typing and can then practise typing up Narnia stories (photocopies of Narnia stories will go home with children or be posted to those self isolating)
  - 2.50-3.30 Times tables practise, TT rockstars log in - note this is not reliable on firefox web browser but should be fine on chrome or other browsers, if you have a problem logging in try using a different web browsers

#### Tuesday 17th March

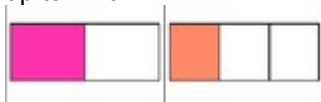
- 8.25-8.50 registration, change of books, time to read, some 1:1 reading with teacher/TA
- 8.50-9.10 DT activity, make elephant finger puppet for PSHE, practise drawing, cutting skills, learn techniques for making holes in the centre of paper, see google classroom for PSHE lesson with elephant finger puppet template that can be copied or used for inspiration
- 9.10-10.10 PSHE circle time on bereavement - please use the resources that have been sent to you - these are also on google classroom, scheduled to appear on Tuesday at 8am
- 10.30-11.30 maths, fractions, the objective is to know that a whole can be divided into any number of equal parts, do this using squared paper and draw lots of 6x4 rectangles (with 24 small squares inside them), draw lots of them and divide them into different amounts, show  $\frac{2}{2}$  halves,  $\frac{4}{4}$  quarters,  $\frac{3}{3}$  thirds,  $\frac{6}{6}$  sixths,  $\frac{8}{8}$  eighths,  $\frac{12}{12}$  twelfths,  $\frac{24}{24}$  twenty-fourths and write them as fractions, discuss fractions of amounts within this and revise yesterday's learning e.g. if 12 is the part and there are 2 equal parts, what is the whole (24)? If 2 is the part and there are 12 equal parts, what is the whole (24)? Then try the fractions cross sheet on google classroom, scheduled to appear from 8am on Tuesday, this involves dividing a shape into different fractions.
- 11.30-11.45 class adventure, fantasy, crime story - the flight of the magic clog. If you are at home you could read a chapter or two of an adventure story with your children e.g. another Narnia adventure or Harry Potter or Emil and the detectives or Carbonel the witches cat (there are a second and third book in this series - we read the first book in class in September.)
- 1-2.00 Touch typing practise using BBC bitesize, KS2, computing, Information Technology, dance mat touch typing programme for 15 mins at the link <https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr> and then write your own retelling of the Easter Story, using the Lego Brick testament pictures ([http://www.thebricktestament.com/the\\_life\\_of\\_jesus/index.html](http://www.thebricktestament.com/the_life_of_jesus/index.html)) to help you. A picture and caption sheet for your retelling is on google classroom scheduled to appear on Tuesday 17th March at 8am
- 2-2.30 and 2.50-3.30 Narnia mapping, turning your 3D lego map of Narnia into a 2D map on squared paper.

#### Wednesday 18th March

- 8.25-8.50 registration, change of books, time to read, some 1:1 reading with teacher/TA
- 8.50-9.30 comprehension using a music video <http://mrparkinsonict.blogspot.com/2013/04/music-videos-to-inspire-writing.html> and questions below it, the narrative music video is to Chris Malinchak's song 'So good to

me' and the questions are

- Watch the first 20 seconds - how is the girl feeling? What makes you think that? What might she be doing?
- Pause just before a minute - how has the girl's feelings changed? Why do you think that is? What might she have lost? What could she do now that may help?
- Pause again at 1.42 - Has the girl's feelings changed even more now? Why do you think that maybe?
- Once the giraffe appears - are you shocked why? How does the girl feel now?
- Write a description of the giraffe - what does it look like? smell? feel?
- Research and write a non chronological report on giraffes.
- Write a set of instructions for keeping a giraffe as a pet.
- If you could choose any animal in the world to keep as a pet, what would it be and why? What would you do with them? How would you need to change your house to take care of it?
- 9.30-10.10 grammar lesson on how to use speech marks (also known as inverted commas), teaching video <https://www.youtube.com/watch?v=6-YFmLctwDY> the main points are using commas to separate what is said, using speech marks, capital letters used to start the speech, punctuation to end the sentence go inside the speech marks. Once you have practised using speech marks a bit with a grown up try the task on google classroom to add in speech marks. This is scheduled to appear on Wednesday at 8am. You are also asked to put in full stops in sensible places so that it is not one long run on sentence.
- 10.30-11.30 maths fractions - Fraction notation can be used to describe an equal part of the whole, one equal part of the whole is a unit fraction. Each unit fraction has a name. Draw a unit fraction of each one up to  $1/10$  as long rectangle fraction strips on squared paper e.g.  $1/2$  and  $1/3$  would look like...so continue with  $1/4$ ,  $1/5$ , up to  $1/10$



(see google classroom for a squared paper template to use for these drawings) then answer the questions in the Power maths year 3 practice Book 3B p.122-127.

- 11.30-11.45 class adventure, fantasy, crime story - the flight of the magic clog. If you are at home you could read a chapter or two of an adventure story with your children e.g. another Narnia adventure or Harry Potter or Emil and the detectives or Carbonel the witches cat (there are a second and third book in this series - we read the first book in class in September.)

Please be mindful that there is already a lot of extra work for teaching staff in preparing for two lots of lessons - lessons for those in school and adapted lessons for those working remotely. I have found it easier to send you the work for the whole week in this one email. I apologise for the length and complexity of it but I do not feel I would be able to fit in sending separate day by day work emails for those working remotely. It is a stressful time for all of us, parents, staff and children at the moment so patience and care for each other is essential and it is great to know how well you are already supporting each other as a parent body.

With kind regards and the very best wishes for good health to your children and your families,  
Ruthy Trevitt