

Archibald Primary School – Remote Learning Year 3 – Spring Term 2021

As you are unable to attend school, please use the links below to access activities to support the learning that you would have been undertaking if you were able to attend school

Your teacher will be in touch with you throughout each week on SeeSaw to see how you are getting along and to set you some individual challenges. Don't forget to share your work with your teacher on SeeSaw.

Week	Mathematics	English	Other Learning
<p style="text-align: center;">1</p> <p>04.01.21</p>	<p>Recalling the 3 times table</p> <p>Can you remember your three times table? Practise it at home - use this lesson video to help you!</p> <p>https://classroom.thenational.academy/lessons/recalling-the-3-times-table-c8tp4d</p> <p>Key vocabulary: can you explain what is meant by "product" and "multiple"?</p> <p>Record your work in your Remote Learning Journal. You can also post a photo to SeeSaw.</p>	<p style="text-align: center;">Using 'a' and 'an'</p> <p>When using 'a' and 'an' before a word, there is rule you need to remember.</p> <p>If the noun begins in a vowel sound (a, e, i, o, u) you use 'an' before the vowel. Example: an apple</p> <p>If the noun begins with a consonant, you use 'a'. For example: a table.</p> <p>Watch the following clip to explain this further and to allow you to have a go yourself!</p> <p>https://www.youtube.com/watch?v=IFmPNuR6gxY</p> <p>Have a go at applying your learning in your Remote Learning Journal.</p>	<p>Our new learning context this term is 'Tribal Tales' which focuses on prehistoric Britain! Watch the following clip which introduces the term 'prehistoric'.</p> <p>https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zpny34j</p> <p>Answer the following questions in your Remote Learning Journal.</p> <ol style="list-style-type: none"> 1. What are the 3 main 'Ages' in prehistoric Britain? 2. When did the first 'age' start? 3. Write down any interesting facts you have learnt. 4. What else would you like to know?
<p style="text-align: center;">2</p> <p>11.01.21</p>	<p>Learning the 4 times table</p> <p>Do you know your 4 times table? Use this helpful lesson to learn it, using "skip counting" as a strategy.</p> <p>https://classroom.thenational.academy/lessons/recalling-the-4-times-table-cmt64e</p> <p>Helpful hint: did you know that you can just double your 2 times table to find the answer for the 4 times table?</p> <p>For example: 4×4. I can do $4 \times 2 = 8$, then double 8 which makes 16! Try it yourself.</p>	<p style="text-align: center;">Writing to Persuade</p> <p>Our first piece of writing this half term is to write a house advertisement. The purpose of this is to persuade the reader to buy the product you are trying to sell- which is going to be a house. This video below explains what persuasive writing is:</p> <p>https://www.youtube.com/watch?v=hD9arWXIddM</p> <p>Then watch the following clip which explains some of the features of persuasive writing:</p> <p>https://www.youtube.com/watch?v=S6lv3Wa8EOI</p>	<p style="text-align: center;">Archaeology</p> <p>What is an archaeologist? Watch the video below and note all the different steps which happens during an archaeological dig.</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-proud-to-be-an-archaeologist/zmqg92p#:~:text=An%20archaeologist.,live%20a%20long%20time%20ago.</p> <p>Answer the following questions in your Remote Learning Journal:</p> <ol style="list-style-type: none"> 1. What is an archaeologist? 2. What does an archaeologist find? 3. What do you think would be interesting about being an archaeologist?

	<p>Record your work in your Remote Learning Journal. You can also post a photo to SeeSaw.</p>	<p>Can you find any of these features explained in the video any adverts on the TV or in a newspaper/magazine? Take a photo of your annotated example and post it onto SeeSaw.</p>	<p>4. Do you think being an archaeologist would be hard? Why/why not?</p>
<p>3 18.01.21</p>	<p>Using arrays to represent the 3 and 4 times table</p> <p>Do you know what an array is?</p> <p>It is a really good visual way of showing how multiplication works!</p> <div style="text-align: center;"> <p>4 stars in each row</p>  <p>3 rows</p> <p>Still 12 stars altogether</p> </div> <p>Follow the instructions in the lesson video to show your own arrays for the 3 and 4 times tables.</p> <p>https://classroom.thenational.academy/lessons/using-arrays-to-represent-the-3-and-4-times-tables-6xk38r</p> <p>Record your work in your Remote Learning Journal</p>	<p>Writing a Stone Age house advertisement</p> <p>A brand-new stone age house has just come available to buy and your job is to sell the house to a potential buyer!</p> <p>You need to write an advertisement explaining what the a Stone Age house looks like, what it is made of and what it is like inside. You can also mention about where the house may be (on a farm) and what is surrounding it.</p> <p>You need to make it sound as exciting and as inviting as possible using all your knowledge of persuasive writing.</p> <p>This also gives you chance to apply your understanding of using 'a' and 'an' in a piece of writing!</p> <p><i>Write this in your Remote Learning Journal in your neatest handwriting.</i></p>	<p style="text-align: center;">The Stone Age</p> <p>The first 'age' in prehistoric Britain we will be looking at is the Stone Age and exploring how they lived their life.</p> <p>https://www.bbc.co.uk/teach/class-clips-video/history-ks2-stone-age-farming-and-homes/z479wty</p> <p>Take particular attention to their houses, what it was made out of and the problems they might of faced living in those type of houses.</p> <p>Can you use some resources at home to try and create your own Stone Age house?</p> 
<p>4 25.01.21</p>	<p>Understanding that multiplication can be completed in any order</p> <p>We are going to learn a big word this week - commutativity. Can you say it?</p> <p>It sounds complicated, but it means something simple. When we have a multiplication question, we can complete it in any order. Here's an example:</p> <p>$3 \times 6 = 18$</p> <p>$6 \times 3 = 18$</p>	<p style="text-align: center;">Overcoming a Mammoth Story</p> <p>In your 'other learning' this week, you have learnt all about how the people from the Stone Age were 'hunter-gatherers' and they had to hunt for their food.</p> <p>Listen to the follow story which is a text we would be using in class:</p> <p>https://www.youtube.com/watch?v=YAgONRTRzEg</p> <p>At around 3:58, you see the characters going on a hunt for some food!</p> <p>Your task for this week is to plan a story on the steps a Stone Age family would go through in</p>	<p style="text-align: center;">The Stone Age</p> <p>People in the Stone Age had an incredibly challenging job getting food and had to do a lot of work.</p> <p>They were referred to as 'hunter-gatherers'. Watch the video below which shows how they lived their day to day lives.</p> <p>https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z34djxs</p>

	<p>We can switch the first two numbers around, but the answer will still be the same!</p> <p>Follow the lesson here: https://classroom.thenational.academy/lessons/undersanding-multiplication-can-be-completed-in-any-order-68rp6c</p> <p>Record your work in your Remote Learning Journal. You can also post a photo to SeeSaw.</p>	<p>order to defeat a mammoth! Think about:</p> <ol style="list-style-type: none"> 1. What weapons would they need to gather before their journey? 2. Could they use any techniques to trap the mammoth (pit falls, running of a cliff). 3. How they got the mammoth back to the camp. 4. How do all the character feel after their successful hunt? <p><i>You make notes in your remote learning journal for your plan so you can refer back to it next week when you are writing it.</i></p>	
<p>5 01.02.21</p>	<p>Use bar models to represent known times tables</p> <p>Can you remember bar models? Bar models can be used as another visual way to understand times tables. Here's an example:</p> <div data-bbox="293 775 757 887" data-label="Figure"> </div> <p>Do you know what times table question this is showing? There are three 4s, and they make 12, so this is showing $3 \times 4 = 12$</p> <p>Follow the lesson here: https://classroom.thenational.academy/lessons/using-bar-models-to-represent-known-times-tables-6tj62e</p> <p>Record your work in your Remote Learning Journal</p>	<p>Overcoming a Mammoth Story</p> <p>This week is time to write your overcoming the mammoth story! Remember to use your plan created last week to help you follow your story through. Try to make the hunt as exciting as possible and think about how the characters may be feeling before, during and after the hunt.</p> <p>Challenge: Can you use speech in your story correctly punctuated using inverted commas? Below is clip reminding you on how to use them correctly: https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/ztcp97h</p> <p><i>Write your story in your Remote Learning Journal in your neatest handwriting.</i></p>	<p>The Stone Age</p> <p>During the Stone Age, as well as building their own houses out of natural materials and hunting for their own food, they also had to make their own tools and weapons in order to complete all of the jobs needed around their settlement. The following clip demonstrates some methods they used to create them. https://www.bbc.co.uk/programmes/p02mbgg5 Have a go at home, using a bar of soap, carving your own stone age tool.</p> <p>Post a photo of your creation onto SeeSaw!</p> <div data-bbox="1677 956 2007 1198" data-label="Image"> </div>
<p>6 08.02.21</p>	<p>Understanding that multiplication and division are inverse operations</p> <p>Do you know what <i>inverse</i> means?</p>	<p>Creating a book</p> <p>Now you have written your 'overcoming a mammoth story' you need to take the time to check your story. Take the time to read your work through with</p>	<p>The Neolithic Stone Age</p> <p>Towards the end of 'The Stone Age', they entered the Neolithic stone age, also known as the 'New Stone Age'. https://www.bbc.co.uk/teach/class-clips-</p>

We learned earlier in the school year that subtraction is the inverse of addition. That means that it is the *opposite* operation!



Here is an example:

$$20 + 10 = 30$$

$$30 - 10 = 20$$

This is the same for multiplication and division. Look at the example below:

$$4 \times 3 = 12$$

$$12 \div 3 = 4$$

Follow the lesson to show your understanding:

<https://classroom.thenational.academy/lessons/understanding-that-multiplication-and-division-are-inverse-operations-61gk0r>

Record your work in your **Remote Learning Journal**. You can also post a photo to SeeSaw.

somebody at home to check for any errors you may have made.

Once you are happy and have checked your story, have a go at creating your own book!

You can fold some A4 paper in half, staple in the middle and you have your template ready.

Design your own front cover, write up your story in your neatest handwriting and add in some exciting pictures!

This can then be brought into school when you return to share with the rest of the class.

[video/story-of-britain-new-stone-age-animation/zjh2t39](https://www.bbc.com/1/short-stories/romeo-and-juliet)

Can you notice any of the changes in the way in which they lived their lives?

Would you have preferred to have lived in the 'old Stone Age' or the 'New Stone Age'? Why?

Also look at the settlement of 'Skara Brae' which is believed to have been from the New Stone Age and showed a small village and some remains of the houses.

<https://www.natgeokids.com/uk/discover/history/general-history/skara-brae/>

Half Term Holiday

7

22.02.21

Using the inverse operation to find missing numbers

Now that we know what inverse operations are, we can use them to find missing numbers.

Here is a question with a missing number:

$$__ \times 4 = 20$$

I can use inverse to find the answer:

Romeo and Juliet

This term, we are focusing on the William Shakespeare's play 'Romeo and Juliet' which is a tragedy story.

Watch the video on the website below which explains the story of Romeo and Juliet;

<https://learnenglishkids.britishcouncil.org/short-stories/romeo-and-juliet>

You can also play the games below the video to help your understanding of the play.

Answer the following questions in your **Remote Learning Journal** to show your understanding of

Stonehenge

Towards the end of the Stone Age a huge monument was built called Stonehenge which is a example of a stone circle. No-one really knows how these were built or why but it is a monument which is still around today and lots of people visit.

Use the following link to see some pictures of Stonehenge and to watch a short video; <https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zg8q2hv>

	<p>$20 \div 4 = 5$</p> <p>Use the lesson below and follow the instructions:</p> <p>https://classroom.thenational.academy/lessons/using-the-inverse-operation-to-find-missing-numbers-cgt32c</p> <p>Record your work in your Remote Learning Journal. You can also post a photo to SeeSaw.</p>	<p>the story;</p> <ol style="list-style-type: none"> 1. Where did the story take place? 2. Why were Romeo and Juliet not allowed to be together? 3. What did Romeo do to Tybalt and why? 4. What did Juliet do when Romeo has been sent away? 5. Why did Romeo drink the potion at the end? 6. Using what you know about how the play ends, why do you think it is known as a tragedy play? 	<p>Below is a link to google maps which allows you to see what Stonehenge looks like today:</p> <p>https://earth.google.com/web/@51.1788750,1.82636808,103.85474726a,0d,60y,120.87891543h,85t,0r/data=Ck0aSxJFCiUweDQ4NzNINjNiODUwYWY2MTE6MHg5NzkxNzBIMmJjZDNkMmRkGenr-ZrllkIAISpvRzqtOP2_KgpTdG9uZWhlbmdlGAEgASIAChZrcnJ6aG5BY2VwRnNOTIJtcXR2WmJBEAI</p> <p>Use the small yellow person icon and drag it onto the map to explore further. Using all of the information you have learnt about Stonehenge, have a go at creating your own stone circle at home. You can use lego, biscuits, play dough or anything you have at home. Post a photo of your stone circle onto SeeSaw.</p>
<p>8</p> <p>01.03.21</p>	<p>Using factors and products to solve division problems</p> <p>Do you know what a factor is?</p> <p>A factor is a number that divides into another number exactly and without leaving a remainder.</p> <p>For example, factors of 10 are 1, 2, 5 and 10!</p> <p>Do you know what a product is?</p> <p>A product is the result of numbers multiplied together. So the product of 3 and 4 is 12.</p> <p>Follow the lesson below to see how we can use this information to help with our division</p>	<p>Simile and Metaphors</p> <p>In your next piece of writing, you will be asked to write a diary entry from Romeo from the first night he met Juliet. You will be asked to include some similes and metaphors to describe her appearance.</p> <p>Follow the online lesson below to learn all about similes and metaphors.</p> <p>https://www.bbc.co.uk/bitesize/articles/zmmpscw</p> <p>For the final activity on the website, this can be completed in your Remote Learning Journal to show what you have learnt about similes and metaphors.</p>	<p>The Bronze Age</p> <p>Following on the Stone Age, the Bronze Age began around 3000BC. This began when the invention of Bronze was found.</p> <p>The discovery of bronze meant that people began to live their lives in very different ways and were able to build stronger materials and weapons.</p> <p>Watch the following video to learn how bronze was made:</p> <p>https://www.bbc.co.uk/teach/class-clips-video/history-ks2-discovering-metalwork-in-bronze-age-Britain/zb8b47h</p> <p>Once you have watched the video, can you create the steps needed in order to create a bronze age</p>

	<p>problems: https://classroom.thenational.academy/lessons/using-factors-and-products-to-solve-division-problems-cmtp4e</p> <p>Record your work in your Remote Learning Journal. You can also post a photo to SeeSaw.</p>		<p>axe. Complete this in your remote learning journal or onto SeeSaw! Try to include the key vocabulary such as; copper, tin, ore, powder, 1000 degree, mould.</p>
<p>9 08.03.21</p>	<p>What have we learned so far?</p> <p>So far, we have looked at a lot of new mathematical vocabulary:</p> <p><i>Commutativity</i> <i>Product</i> <i>Inverse</i> <i>Factor</i> <i>Arrays</i> <i>Bar models</i></p> <p>See if you can remember how to use these skills in this lesson:</p> <p>https://classroom.thenational.academy/lessons/consolidating-multiplication-and-division-knowledge-part-1-70vkec</p> <p>Record your work in your Remote Learning Journal. You can also post a photo to SeeSaw.</p>	<p style="text-align: center;">Diary Entry</p> <p>Your task is to write a diary entry in the role of Romeo. It is the night of the party and you have just met Juliet and fallen in love. You need to write a diary entry explained Juliet's appearance. You need to use similes or a metaphor to explain the following;</p> <ul style="list-style-type: none"> - <i>Her blue eyes</i> - <i>Her red lips</i> - <i>Her long hair</i> - <i>Her kind personality.</i> <p>You also need to include how you are feeling that you are not allowed to love her and what you are going to do (ask her to marry you).</p> <p>Here is a checklist of the key features to use when you write a diary entry.</p> <ul style="list-style-type: none"> • Start with 'Dear Diary'. • Describe the places where the events happened. • Write in the past tense. • Use pronouns like I, my and me to show that the events happened to you. • Talk about how you were feeling or what you were thinking when each event happened. <p>Write your completed diary entry in your remote learning journal remembering to use your neatest handwriting.</p>	<p style="text-align: center;"><u>Life in the Bronze Age</u></p> <p>With the development of bronze also came new inventions with new methods of doing things. The things they wore, ate, the weather and even their houses were all very different.</p> <p>Watch the following video to look how what a day in the life of person in the bronze age was like. https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-bronze-age-britain/znrygwx</p> <p>Note down any key differences you have found between the Stone and the Bronze age looking carefully at how they farmed and the tools they used.</p>
<p>10</p>	<p>Solving correspondence problems</p> <p>Now we know a lot of different strategies, we</p>	<p style="text-align: center;"><u>Playscript</u></p> <p>Remind yourself of the ending of the play and the tragedy which has just occurred.</p>	<p style="text-align: center;"><u>Beaker Culture</u></p> <p>As well as bronze being a huge discovery, clay was also beginning to be developed during this</p>

<p>15.03.21</p>	<p>can apply these to word problems.</p> <p>Here is an example of a correspondence problem:</p> <p>-----</p> <p>There are 3 hens and 5 cows in the farm. How many feet are there in total?</p> <div data-bbox="322 296 741 448" style="border: 1px solid blue; height: 95px; width: 187px; margin: 10px auto;"></div> <div data-bbox="237 501 304 592" style="display: inline-block; vertical-align: middle;"></div> <div data-bbox="647 453 826 592" style="display: inline-block; vertical-align: middle;"></div> <p>-----</p> <p>We need to think about more than one step. How many feet does a hen have? How many does a cow have? How can we use what we know to calculate our answer?</p> <p>Hens have 2 feet, so $3 \times 2 = 6$ Cows have 4 feet, so $5 \times 4 = 20$ Finally, add our answers together: $6 + 20 = 26$ So there are 26 feet in total.</p> <p>Have a look at the lesson and see if you can answer the correspondence problems:</p> <p>https://classroom.thenational.academy/lessons/solving-correspondence-problems-cgt6ae</p> <p>Record your work in your Remote Learning Journal. You can also post a photo to SeeSaw.</p>	<p>Can you write one extra scene for the ending of the play showing how the families may of reacted when they saw Romeo and Juliet and how they may change. Think about: Do you think the families will continue fighting with each other? Do you think they will become friends? How will they be feeling? What do you think they have learnt?</p> <p>Write your own playscript to show how you think the families responded and what they said to each other.</p> <p>Watch the following video to show you how to lay out your playscript correctly: https://www.bbc.co.uk/bitesize/topics/zsn4h39/articles/zx8kng8</p> <p>You can complete your playscript in your remote learning journal.</p>	<p>era leading to what is known to as 'the beaker culture'. During this time, people in the Bronze Age would design and create bell beakers which were decorated with patterns to use in their homes or to trade with other people for other things.</p> <p>The website below shows a few examples of these beakers and their designs: https://www.nhm.ac.uk/discover/news/2018/february/the-beaker-people-a-new-population-for-ancient-britain.html</p> <p>Have a go at creating your own bell beaker! This can be simply drawn onto paper and decorated with the design or can be made with play dough/clay if you have any at home. Post a photo of your work onto SeeSaw!</p>
<p>11 22.03.21</p>	<p>Using doubles to multiply</p> <p>Sometimes, if we don't know a times table question, we can simplify it for ourselves. A good way to do this is using our knowledge of doubles.</p> <p>If you had the question 12×4, but you didn't</p>	<p><u>Act it out!</u></p> <p>For your final task, I would like you to pick your favourite part of the play. You can watch the video in the first week to remind you of all of the parts.</p> <p>Using anything you can find at home (teddies, puppets or even tins of beans) act out this part</p>	<p><u>The Iron Age</u></p> <p>The final 'age' in our tribal tales topic is The Iron Age and yes you have guessed it- this when the discovery of iron happened!</p> <p>The following website gives you lots of facts about the Iron Age: https://www.bbc.co.uk/bitesize/topics/z82hsbk/</p>

<p>know it, you can simplify it by doing 12×2 instead, and then doubling it!</p> <p>$12 \times 2 = 24$ Double 24 = 48 So, $12 \times 4 = 48$.</p> <p>Follow the lesson below:</p> <p>https://classroom.thenational.academy/lessons/using-doubles-to-multiply-cdjkr</p> <p>Record your work in your Remote Learning Journal. You can also post a photo to SeeSaw.</p>	<p>of the play.</p> <p>Record what you think each character would say to each other and think carefully about the expression in your voice to convey the character's feelings at that part in the play. Record your performance and post it onto SeeSaw.</p>	<p>articles/z8bkwmn</p> <p>During this time, the way in which people settled also differed and hill forts were a common site across Britain.</p> <p>Use the following clip to learn about iron age hillforts; https://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-explain-this-hill-forts/z4xx6v4</p> <p>Using everything you have learnt about the Stone Age, the Bronze Age and the Iron Age can you write a short comparison to explain what changed in each age. Focus on their housing and their way of living as this is something we have focused on.</p>
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