



DOG KENNEL HILL PRIMARY SCHOOL

School Closure Weekly Timetable

Year 3 Week 6



	Monday	Tuesday	Wednesday	Thursday	Friday
<p>English</p> <p>Everyday:</p> <p>Reading (20-30 mins) https://home.oxfordowl.co.uk/reading/</p> <p>Handwriting practise (Twinkl Common Exception Words): https://www.twinkl.co.uk/resource/year-3-year-4-statutory-spelling-words-handwriting-activity-sheets-t-e-2549615</p> <p>Spelling Task: http://www.ictgames.com/mobilePage/lcwc/index.html</p> <p>Phonics (If your child usually has additional phonics sessions): https://www.phonicsplay.co.uk/#</p> <p>Username: march20 Password: home</p>	<p>Writing Task:</p> <p>Complete the 'The Let's Party' activity: http://www.phoenixjuniors.co.uk/wp-content/closurework/Year%203%20Independent%20Writing%20Activities.pdf</p> <p>Comprehension Task: Complete Activity One: https://www.bbc.co.uk/bitesize/articles/zjk9kmn</p>	<p>Writing Task:</p> <p>https://www.pobble365.com/</p> <p>Look at the image and read the story starter. Can you continue it? Be descriptive and try excite your audience.</p> <p>Comprehension Task: Complete Activity Two: https://www.bbc.co.uk/bitesize/articles/zjk9kmn</p>	<p>Writing Task:</p> <p>Complete the 'Ten Little School Children' activity: http://www.phoenixjuniors.co.uk/wp-content/closurework/Year%203%20Independent%20Writing%20Activities.pdf</p> <p>Comprehension Task: Complete Activity Three: https://www.bbc.co.uk/bitesize/articles/zjk9kmn</p>	<p>Writing Task:</p> <p>Complete the 'Shape Poems' activity: http://www.phoenixjuniors.co.uk/wp-content/closurework/Year%203%20Independent%20Writing%20Activities.pdf</p> <p>Comprehension Task:</p> <p>Read the first two chapters of any book and write down any words that you are not sure of (at least 8). Then, using a dictionary, find the meaning of each word and create your own mini glossary.</p>	<p>Writing Task:</p> <p>Complete the 'How to Play My Favourite Playground Game' activity: http://www.phoenixjuniors.co.uk/wp-content/closurework/Year%203%20Independent%20Writing%20Activities.pdf</p> <p>Comprehension Task:</p> <p>Reading for pleasure! Indulge in a new book or old favourite.</p>

<p>Maths</p>	<p>This week follow BBC Bitesize and please email and let us know how you get on.</p> <p>BBC Bitesize Maths</p> <p>https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1</p> <p>Try and do the maths set each day and some TTRS.</p>	<p>BBC Bitesize Maths.</p> <p>https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1</p> <p>Try and do the maths set each day and some TTRS.</p>	<p>BBC Bitesize Maths.</p> <p>https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1</p> <p>Try and do the maths set each day and some TTRS.</p>	<p>BBC Bitesize Maths.</p> <p>https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1</p> <p>Try and do the maths set each day and some TTRS.</p>	<p>BBC Bitesize Maths.</p> <p>https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1</p> <p>Try and do the maths set each day and some TTRS.</p>
<p>Indoor Exercise</p>	<p>Cosmic Kids Yoga https://www.youtube.com/user/CosmicKidsYoga</p> <p>Joe Wicks https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI</p> <p>Go Noodle: https://www.gonoodle.com/</p>	<p>Just Dance Kids https://www.youtube.com/watch?v=ziLHZeKbMUo</p> <p>Joe Wicks https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI</p> <p>Go Noodle: https://www.gonoodle.com/</p>	<p>Cosmic Kids Yoga https://www.youtube.com/user/CosmicKidsYoga</p> <p>Joe Wicks https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI</p> <p>Go Noodle: https://www.gonoodle.com/</p>	<p>Just Dance Kids https://www.youtube.com/watch?v=ziLHZeKbMUo</p> <p>Joe Wicks https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI</p> <p>Go Noodle: https://www.gonoodle.com/</p>	<p>Cosmic Kids Yoga https://www.youtube.com/user/CosmicKidsYoga</p> <p>Joe Wicks https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI</p> <p>Go Noodle: https://www.gonoodle.com/</p>

<p>Foundation Subjects</p>	<p>Science</p> <p>Plants Complete this lesson online:</p> <p>https://www.thenational.academy/year-3/foundation/plants-what-conditions-could-we-change-to-investigate-the-growth-of-a-plant-year-3-wk1-3</p>	<p>Geography</p> <p>Ancient Egypt – Nile</p> <p>What is the main river that runs through Egypt?</p> <p>Explore and research why the River Nile was so important during the Ancient Egyptian times.</p> <p>Think about what a river can provide for people?</p> <p>Think about what people could have used the river for?</p> <p>Is it similar today?</p> <p>If you have access to the internet watch this video to help you https://www.youtube.com/watch?v=UHhsSAVzpVA</p>	<p>History</p> <p>History Skills Find out how you can become a Historian! https://www.bbc.co.uk/bitesize/articles/zn4hpg8</p> <p>Find out what the Ancient Egyptian’s believed in with this poem/song. You can sing along with the video clip here https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z4m8pg8</p> <p>THE ANCIENT EGYPTIAN GODS</p> <p>The gods of old Egypt rule over us here, Bringing us wisdom and wonder and fear. They look like the things that The natural world shapes, Like jackals and beetles and lions. And apes!</p> <p>Babi watched over his troupe of baboons, Ihy, would charm with his beautiful tunes, Thoth was the scribe god of reading and writing! Sekhmet the lioness, war god, she liked fighting!</p> <p>Anubis took care of the recently dead, Rah wore the sun on the top of his head!</p> <p>The stories align to the planets and stars! The sun and the moon, in the timeless stone we'd carve. Great statues such forms, we revere, we adore, The ancient Egyptian gods.</p> <p>For 3000 years they watched over these lands, Holding the fate of the world in their hands, Horus would watch with his all-seeing eye, Nut moved the moon and she held up the sky, Isis taught humanity, and healed us when we're hurt, Osiris, god of life and death, controlled the underworld, Ptah built the Earth and created us all, Seth, god of chaos, was an evil so and so!</p> <p>The stories align to the planets and stars, The sun and the moon, in the timeless stone we'd carve. Great statues such forms, we revere, we adore, The ancient Egyptian gods, The ancient Egyptian gods!</p> 	<p>Art/DT</p> <p>Create the River Nile during Ancient Egyptian times.</p> <p>Think about all the things that would be there – River Soil Animals Ancient Egyptians Grass/trees Homes</p> <p>Use any materials inside or outside your house (pintrest has some great ideas) to make it 3D or draw it and colour. Take photos and email them to us, we would love to see them.</p>	<p>Spanish</p> <p>Pablo 😊</p> <p>Follow this link for an online lesson with Pablo about family.</p> <p>https://www.dropbox.com/sh/b3wp5r6pxucbwib/AACkO8RGvtDzdu8ip-tu2R9ha?dl=0</p>
<p>Project Work/PSHE/citizenship</p> <p>Everyday:</p>	<p>Let’s Wonder:</p> <p>What is the weather like around the world? Which countries are most likely to</p>	<p>Let’s Create:</p> <p>Using recycled materials design and make a recycling mascot to spread</p>	<p>Time to Talk:</p> <p>Discuss environmental issues in the UK. Air pollution, climate change,</p>	<p>Understanding Others and Appreciating Differences:</p> <p>Throughout our lives, culture and experience</p>	<p>Be Active:</p> <p>Go outside and practise throwing and catching skills</p>

<p>https://www.skillsbuilder.org/homelearning</p>	<p>have a snowstorm, torrential rain, heatwaves etc..... Find out about natural disasters such as forest fires, earthquakes, tsunamis, floods, tornados etc..... How is climate change having an effect on the weather and natural disasters?</p>	<p>the word about the importance and need to recycle. Think about what it is going to look like? Which materials are they going to use? How are they going to join the materials together? Once completed, remember to evaluate their mascot. What would they do differently next time? Which parts did they find the most challenging and why?</p>	<p>litter, waste, and soil contamination are all examples of human activity that have an impact in the UK. What are the global environmental issues? Various processes that can be said to contribute to the global environmental problems include pollution, global warming, ozone depletion, acid rain, depletion of natural resources, overpopulation, waste disposal and deforestation ... These processes have a highly negative impact on our environment. Decide as a family how they could 'do their bit' to look after their environment e.g. you could set up a recycling station in their home; Paper, plastics and glass</p>	<p>shapes worldviews, children growing up in the Netherlands, for example, have a much different understanding of the role of water in their lives than their peers in the Sahara Desert. The difference between the abundance and scarcity of water in each of these physical environments affects every aspect of their respective cultures, including the global perceptions they will carry with them throughout their lives. Think about food. How do they think people view food in the UK compared to those living in Ethiopia for example? Research a country where food and water are scarce. Find out about charities that help people in need, Red cross, Christain Aid, Islamic Relief or other charities that are significant to them</p>	<p>and keeping control of ball-based equipment like bats and balls. Recommendation at least 2 hours of exercise a week.</p>
<p>Mindfulness/ Wellbeing</p> <p>Other options: Headspace: (free) https://www.headspace.com/subscriptions</p>	<p>Hot Chocolate Breathing</p>	<p>One Minute Mindful Eating</p> <p>Take a minute to focus on smells around you. It might be when there is cooking going on or when you are going for a walk. Focus on how many different</p>	<p>Practise 'Take 5' breathing</p>	<p>5 Senses</p> <p>Can you name: 5 things you can see 4 things you can feel 3 things you can hear 2 things you can smell 1 thing you can taste</p>	<p>Pencil Disco</p>

<p>Breath and Body: https://it.pearson.com/content/dam/region-core/italy/pearson-italy/pdf/Docenti/breath_and_body.mp3</p> <p>Mindful colouring from Twinkl</p>	<p>Practise holding your imaginary cup of hot chocolate, breath in deeply and blow the steam away. Do this for 30 seconds. How do you feel?</p> 	<p>smells you can identify. How did they make you feel? Did you have a favourite smell?</p>	<p>Hold your hands out and spread your fingers. With the finger of the other hand, trace the outline of a finger breathing in through your nose as you trace up. Breathing out through your mouth as you trace down. Keep going at a steady pace.</p> 		<p>Take a pencil and hold it above a piece of paper. Play some music and close your eyes. As the music plays, allow the hand holding the pencil to move across in time with the music. Take a look at your creation!</p> 
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