




# Chesswood Junior School – Daily Learning – Year 3 – 25.02.21



Subject	Activity	Resources/Links	House Points
Maths	<b>Starter board:</b> Answer the questions using a written method (10 mins)	<a href="#">Click here to view today's Starter Board and answers</a>  <a href="#">Click here to find helpful video tutorials if you're struggling with today's questions</a>  <a href="#">Click here to view the school calculation progression to help you if needed</a>	15
	<b>Turbo Maths:</b> <a href="#">Click here for a burst of Turbo Maths fun!</a>	<a href="#">Click here for a burst of Turbo Maths fun!</a>	5
	<b>Task: Compare Lengths 2</b> <a href="#">Click here to find a helpful video on today's learning - look for the video with the same title as the task</a>  Watch the video guidance to support you as you work through the lesson using the <b>activities</b> which can be found beside the video on the right-hand side.  <b>Tip:</b> Pause the video while you work so you don't miss the next part! You can also play the video more than once and rewind it if you miss part or want to hear a small part multiple times until you fully understand.  <b>Go the extra mile by reasoning at least 3 of your answers!</b>	<b>Video: <a href="#">Compare Lengths 2</a></b>   <a href="#">Click here to view slides from today's video</a>  <a href="#">Click here to view today's activity</a>  <a href="#">Click here to view today's answers</a>  <a href="#">Click here to view our support for Maths at home if you need some help.</a>  <a href="#">Click here for a selection of useful websites and links for Maths.</a>	20
	<b>Reasoning:</b> Fancy an extra challenge? Try these reasoning challenges!	<a href="#">Click here for today's reasoning activity</a>	10




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	<p><b>IXL: Year 3:</b> S.7 Measure using a ruler, S.8 Which metric unit of length is appropriate? S.9 Metric units of length: word problems</p> <p><b>Please make sure you have logged in before you start attempting tasks!</b></p> <p><b>If you are stuck please try Year 2: R.1</b> Long and short, <b>R.2</b> Tall and short, <b>R.6</b> Measure using objects, <b>R.8</b> Measure using a centimetre ruler</p> <p><b>If you are really stuck, please try Year 1: U.1</b> Long and short, <b>U.2</b> Tall and short, <b>U.3</b> Wide and narrow, <b>U.5</b> Holds more or less, <b>U.7</b> Measure using objects</p>	<p><a href="#">Click here to visit Year 3 IXL</a></p> <p><a href="#">Click here to visit Year 2 IXL</a></p> <p><a href="#">Click here to visit Year 1 IXL</a></p>	10
	<p><b>Numbots:</b> If your teacher has told you to play Numbots, please play Numbots for 10 minutes.</p> <p><b>Please make sure you have logged in before you start attempting tasks!</b></p>	<a href="#">Click here to visit the Numbots website</a>	10
	<p><b>TT Rock Stars:</b> Play <b>Studio</b> ten times: <i>Can you keep your accuracy above 90% while answering questions as quickly as you can?</i></p> <p><b>Please make sure you have logged in before you start attempting tasks!</b></p>	<a href="#">Click here to visit the TT Rock Stars website</a>	10
<b>Reading</b>	<p><b>Reading for pleasure:</b> Read your reading book for <b>30 minutes</b>. Take the AR quiz when finished – remember to look back in the book to help you!</p>	<a href="#">Click here to visit the AR website so you take your quiz!</a>	20
<b>Writing</b>	<p><b>Nasty writing:</b> Imperative Verbs</p> <p><b>*The camera moves during the video – the sentence you need to complete with an imperative (bossy) verb is:</b></p> <p><b>Malala says _____ a school uniform.</b></p>	<p><a href="#">Nasty Writing Activities</a></p> <p><a href="#">Click here to watch a video of today's task.</a></p>	10
	<p><b>Weekly Task: (45 mins daily)</b></p> <p>Today we are learning to use slow writing to write persuasively. We will follow the film clips to gain an understanding of today's balanced argument looking at the for and against arguments of wearing a school uniform. You will be provided with the points for both sides of the argument and follow the I do, We do process before writing your own paragraph using the slow writing style for Point 3.</p>	<p><a href="#">Lesson Slides</a></p> <p><a href="#">Click here to watch a video of today's task.</a></p> <p><a href="#">What is a debate?</a></p> <p><a href="#">Debate: Uniform vs Non-uniform</a></p> <p><a href="#">For and Against School Uniform</a> (only watch from 0.33mins to 2.46mins)</p> <p><a href="#">Persuasive Writing Word Mats</a> repeat from yesterday's lesson</p>	20



		<a href="#">Slow Writing exemplar</a> (for reference only)																																																																								
	<b>Turbo SPAG: How to write command sentences (Imperative verbs)</b>  <b>Watch the videos and complete at least activity one</b> , feel free to complete more activities (further down the page) if you have time!	<a href="#">Turbo Spag Task</a>	10																																																																							
	<b>Handwriting:</b> Write your spelling words out 3-5 times each in your neatest, joined up handwriting. Focus on using leading in strokes, the size of your letters with your ascenders being taller than the lowercase letters and descenders going underneath the line. (10 mins)	<a href="#">Additional handwriting support resources</a>	10																																																																							
	<b>Spellings: (15 mins)</b> Choose the same two levels as you were practicing last week. Use <b>Rainbow Words</b> to practise your spellings.  <i>Test: 02/03/21</i> <table border="1"><tr><td colspan="8">• Practice spellings using a method I use in class. <i>Tick once I can spell a word.</i></td></tr><tr><td colspan="2">Bronze</td><td colspan="2">Silver</td><td colspan="2">Gold</td><td colspan="2">Platinum</td></tr><tr><td>group</td><td>Tick</td><td>proud</td><td>Tick</td><td>crystal</td><td>Tick</td><td>cousin</td><td>Tick</td></tr><tr><td>tough</td><td>Tick</td><td>mould</td><td>Tick</td><td>typical</td><td>Tick</td><td>lyric</td><td>Tick</td></tr><tr><td>touch</td><td>Tick</td><td>system</td><td>Tick</td><td>hymn</td><td>Tick</td><td>pyramid</td><td>Tick</td></tr><tr><td>myth</td><td>Tick</td><td>Egypt</td><td>Tick</td><td>courage</td><td>Tick</td><td>symbol</td><td>Tick</td></tr><tr><td>gym</td><td>Tick</td><td>mystery</td><td>Tick</td><td>country</td><td>Tick</td><td>enough</td><td>Tick</td></tr><tr><td>young</td><td>Tick</td><td>double</td><td>Tick</td><td>touch</td><td>Tick</td><td>trouble</td><td>Tick</td></tr></table> <table border="1"><tr><td>High Frequency</td></tr><tr><td>time</td></tr><tr><td>it</td></tr><tr><td>her</td></tr><tr><td>them</td></tr><tr><td>Mr.</td></tr><tr><td>I'm</td></tr></table>	• Practice spellings using a method I use in class. <i>Tick once I can spell a word.</i>								Bronze		Silver		Gold		Platinum		group	Tick	proud	Tick	crystal	Tick	cousin	Tick	tough	Tick	mould	Tick	typical	Tick	lyric	Tick	touch	Tick	system	Tick	hymn	Tick	pyramid	Tick	myth	Tick	Egypt	Tick	courage	Tick	symbol	Tick	gym	Tick	mystery	Tick	country	Tick	enough	Tick	young	Tick	double	Tick	touch	Tick	trouble	Tick	High Frequency	time	it	her	them	Mr.	I'm	<a href="#">Additional spelling support resources</a>  	15
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	<b>IXL: Year 3 English – Focus on Q.1, Q.2</b>	<a href="#">Click here to visit the English IXL website.</a>	10																																																																							



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	<p>If you have completed these already master 3 new skills that you have not yet completed.</p> <p>(15 mins)</p> <p><b>Please make sure you have logged in before you start attempting tasks!</b></p>														
PSHE	Watch <b>Newsround</b> to keep up with current affairs. (5 mins)	<a href="#">Click here to view the latest Newsround.</a>	10												
French	Log in to practice on Duolingo. Try to earn 10 XP today. Lots of house points to be earned for super French language learning.	<a href="#">Click here to visit the Duolingo website for schools.</a>	10												
Science	<p><b>TO DO – ASSESSED PIECE OF WORK</b></p> <p>Today, we will be looking at the parts of a plant and what the different parts of a plant do.</p> <p>We will then label a plant.</p> <p>Once we have labelled the plant, we will pick a job that we think each part does.</p> <p>Watch the video and read your knowledge organiser carefully before completing the task.</p> <p>Read these parts of the knowledge organiser:</p> <div><div><p><b>What are the different parts of a plant and what are their functions?</b></p><p>FLOWERS: The flowers are often brightly coloured and smell to attract insects. Insects help with the plants reproduction through pollination.</p><p>LEAVES: The leaves use light from the sun, along with carbon dioxide from the air and water to make food for the plant. This process is called photosynthesis.</p><p>STEM / TRUNK: The stem carries water and nutrients to different parts of the plant. They keep the plant upright.</p><p>ROOTS: The roots of a plant take up water and nutrients from the soil. The roots also keep the plant steady and upright in the soil; they "anchor" the plant.</p></div><div><p><b>How is water transported in a plant?</b></p><p>Water is absorbed from the soil by the roots. It is then transported from the roots to the stem and then to the rest of the plant. Leaves use this water to make food.</p></div></div> <table><tr><td><b>flower</b></td><td>the part of a plant which is often brightly coloured and grows at the end of a stem.</td></tr><tr><td><b>leaves</b></td><td>the parts of a tree or plant that are flat, thin, and usually green.</td></tr><tr><td><b>stem/trunk</b></td><td>the thin, upright part of a plant on which the flowers and leaves grow.</td></tr><tr><td><b>roots</b></td><td>the parts of a plant that grow under the ground.</td></tr><tr><td><b>petal</b></td><td>thin coloured or white parts which form part of the flower.</td></tr><tr><td><b>soil</b></td><td>the loose upper layer of the Earth's surface where plants grow.</td></tr></table>	<b>flower</b>	the part of a plant which is often brightly coloured and grows at the end of a stem.	<b>leaves</b>	the parts of a tree or plant that are flat, thin, and usually green.	<b>stem/trunk</b>	the thin, upright part of a plant on which the flowers and leaves grow.	<b>roots</b>	the parts of a plant that grow under the ground.	<b>petal</b>	thin coloured or white parts which form part of the flower.	<b>soil</b>	the loose upper layer of the Earth's surface where plants grow.	<p><a href="#">Click here to watch a video about the parts of a plant</a></p> <p><a href="#">Click here to view the knowledge organiser for plants</a></p> <p><a href="#">Click here to label a plant</a></p> <p><a href="#">Click here to write about what the parts of a plant do</a></p> <p><b><a href="#">Click here for the Science Assessment</a></b></p> <p><a href="#">Click here for feedback from the last science lesson</a></p>	20
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RE	<i>RE will commence from Week 10</i>		
DT	<p>This term we will begin our new topic <b>Towers</b>.</p> <p>Today we will investigate how existing towers have been designed and built. Our activity will be researching different towers around the world to look at their structures / joins, checking for similarities in their design. We will sketch the different joins and consider which are the most effective and why.</p> <p>For our next two lessons you will need 12 straws and some masking tape.</p> <p>If you don't have access to straws you can use 12 rolled up (tube shapes) pieces of paper. If you have no masking tape then you can always use sellotape.</p>	<p><a href="#">Lesson Slides</a></p> <p><a href="#">Click here to watch a video of today's task.</a></p> <p><a href="#">Recording sheet – investigating how existing towers have been built</a></p> <p><a href="#">Research Images for tower structures and joins</a></p>	20
Geography	<i>This lesson was on Tuesday</i>		
PE	<p>There are new county wide challenges for all children to compete. There are 4 challenges a week to take part in. These are available here: <a href="https://www.activesussex.org/virtual/">https://www.activesussex.org/virtual/</a></p>	<p><a href="#">Click here to view the PE Support at Home page – this has lots of other tips for PE activities at home.</a></p> <p><a href="#">Click here to view PE knowledge organisers.</a></p>	20
Music	<i>This lesson was on Wednesday</i>		
Computing	<p><b>This week, we will be using code to go on a Minecraft adventure!</b></p> <p>You will need to plan your algorithm (instructions) for your character (sprite) before testing them inside a computer program.</p> <p>Step one – read the problem that needs solving. Step two – tell me what you want to happen in the program Step three – Write instructions for the agent Step four – write instructions for Steve.</p>	<p><a href="#">Plan an algorithm activity</a></p> <p><a href="#">Click here for Minecraft coding</a></p>	20



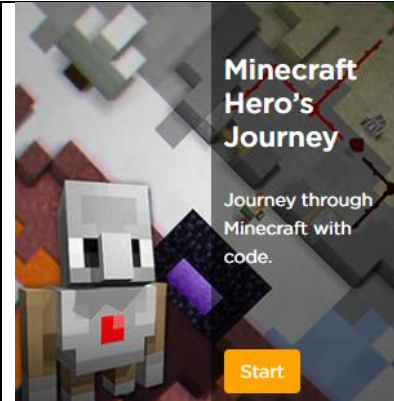
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Step five – login to Minecraft coding and test your code.  
Step six – debug any problems you may find.

Use the knowledge organiser to help you plan and debug your algorithms.

[Click here to start coding with Minecraft](#)



[Click here for 'We Are Programmers' knowledge organiser](#)

Keep track of the house points you earn each day, collect and record these yourselves, we trust you to be honest!

Remember to let your teachers know what you have done – email photos or videos.