Year 3: Remote Learning Schedule

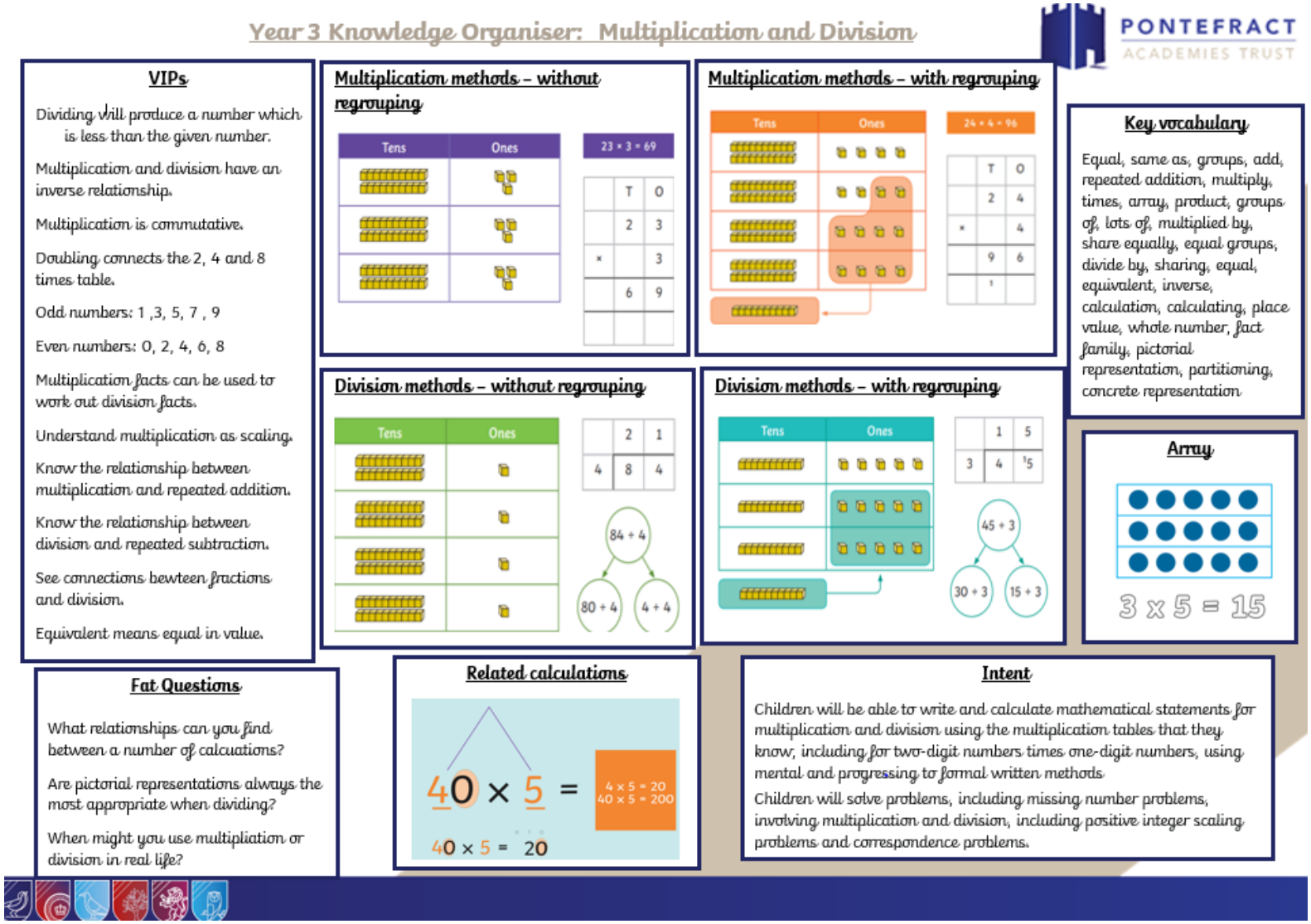
W/C 18th January	Monday	Tuesday	Wednesday	Thursday	Friday
Maths *(approx. 45 mins per lesson)* **This week our focus is:** **Multiplication and division/ Money**	**Lesson 1:** **Scaling.** *Click here to watch the video to support you.*	**Lesson 2:** **How many ways can numbers be combined?** *Click here to watch the video to support you.*	**Lesson 3:** **Counting money (pence)** *Click here to watch the video to support you.*	**Lesson 4:** **Counting money (pounds)** *Click here to watch the video to support you.*	**Lesson 5:** **Arithmetic.**
	You will find links to videos produced by White Rose Maths above. The questions and answers are attached below; if you didn't get a particular question correct (and you're not quite sure why) then ask your teacher at the end of the live session for help!				
	Remember to log in to TT Rockstars each week to practise your times tables! *Message your teacher on **Class Dojo** if you've forgotten your login details.*				
	Remember to share your learning on Class Dojo! *Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.*				
English *(approx. 45 mins per lesson)* **This week our focus is:** **Myths & Legends** **Writing good dialogue**	**Lesson 1:** **To read the poem and answer questions.**	**Lesson 2:** **To read the mythical story and answer questions.** *Click here to watch the video about Viking beliefs.*	**Lesson 3:** **To identify vocabulary and improve a mythical story.**	**Lesson 4:** ***To create dialogue sentences.*** *Click here to watch the video of King Midas.*	**Lesson 5:** **To write my own mythical story.**
	The questions and answers are attached below; if you didn't get a particular question correct (and you're not quite sure why) then ask your teacher at the end of the live session for help!				
This week's spellings are: arrive, believe, bicycle, breath, breathe **(Remember to test yourself on Friday!)**					

Reading for Productivity *is a fantastic way for us to expand our knowledge and understanding of our wider curriculum lessons. Read the texts and answer the attached questions.*	**Lesson 1:** Art	**Lesson 2:** History	**Lesson 3:** RE	**Lesson 4:** Science	**Lesson 5:** Computing

Reading for Pleasure *is such an important part of our curriculum – follow the link here to watch videos of celebrities discussing their favourite books, understanding the role of an author and a fun quiz to take part in.*

Extended Curricular Learning *provides an excellent opportunity to exercise skills in foundation subjects, and Science. At the end of this pack, you will find 5 activities, one for each day, which link to our current topic. Please continue to upload your work on Dojo for your teachers to see!*

Maths resource:



Maths lesson 1

Scaling

1 Aisha has some fruit.

Complete the sentences to describe the fruit.

There are ☐ apples.

There are ☐ strawberries.

There are ☐ times as many strawberries as apples.

2 Huan is comparing 2 pieces of ribbon.

Complete the sentences to describe the ribbon.

The spotty ribbon measures ☐

The plain ribbon measures ☐

The plain ribbon is ☐ times as long as the spotty ribbon.

3 Match the bar models to the statements.

Write the missing statement.

There are 4 times as many boys as girls.

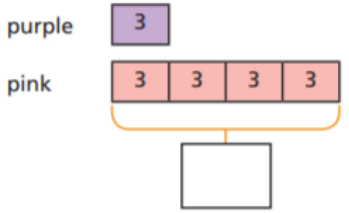
There are 3 times as many boys as girls.

☐

4 There are 3 purple balloons.

There are 4 times as many pink balloons.

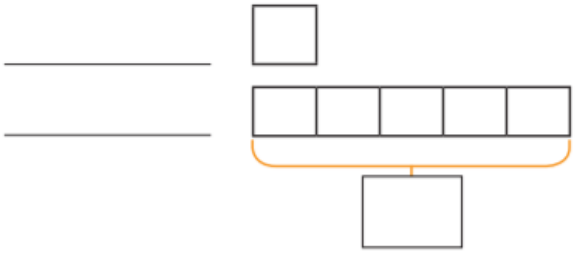
Complete the bar model to show how many pink balloons there are.



5 The red rope is 8 m long.

The blue rope is 5 times as long.

a) Label and complete the bar model.



b) How long is the blue rope?

The blue rope is ☐ m long.

6 Ron has 5 bananas.

Esther has 6 times as many bananas as Ron.

Draw a bar model to work out how many bananas Esther has got.

Esther has got ☐ bananas.

7 Complete the sentences.

45 is ☐ times greater than 5

☐ × 5 = 45

5 is ☐ times smaller than 45

45 ÷ 5 = ☐

8 The children are weighing out flour.

Use the clues to work out which child used which scales.

- Eva has twice as much as Alex.
- Dexter has 9 times as much as Alex.
- Annie has 3 times as much as Eva.
- Tommy has twice as much as Eva and 4 times as much as Alex.

	Alex	Eva	Dexter	Annie	Tommy
Scales					

Maths lesson 2

How many ways?

1 Dora is making ice creams.

She has 4 flavours and 3 toppings.

Dora chooses a flavour and a topping.

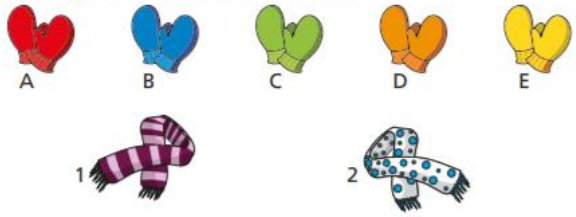
a) Complete the table to show the different combinations she could make.

Ice cream flavour	Topping
chocolate	nuts
chocolate	choc chips
chocolate	sprinkles

b) How did you work out the different combinations?

How do you know you have found them all?

2 There are 5 pairs of mittens and 2 scarfs.



Amir chooses a pair of mittens and a scarf.

a) List all the possible different combinations.

Mittens	Scarfs

b) How many different combinations of mittens and scarfs are there? ☐

c) Are you sure you have found them all?
Compare with a partner.

d) What multiplication works out the number of combinations?

☐ × ☐ = ☐

3 Whitney buys a snack and a drink.

chocolate


muffin


cookie


apple


juice

pop


milk


water

She says there are 8 combinations she could choose.

Do you agree? _____

Show how you know.

4 Teddy has 5 pairs of trousers.

He also has 4 shirts.

Each day he wears a shirt and a pair of trousers.

a) How many possible combinations does he have?

☐ × ☐ = ☐

b) Teddy buys 2 more pairs of trousers.

How many possible combinations does he have now?

☐ × ☐ = ☐

5 Jack and Alex are choosing food from a menu.

Starter	Main	Dessert
Soup	Burger	Ice cream
Cheese	Pizza	Brownie
Bread	Roast chicken	Fruit salad
	Egg and chips	
	Salad	
	Pie	

Jack chooses a starter and a main.

How many different combinations are there?

☐

Alex chooses a starter, main and dessert.

How many different combinations are there?

☐

6 Rosie is making a birthday card.

She uses a sheet of coloured card and sticks a shape on it.

She has 5 different shapes she can choose from.

She can make 40 different birthday cards in total.

How many different sheets of card does Rosie have?

☐

Maths lesson 3

Count money – pence

White Rose Maths

1 Match the coin to its value.

20p

2p

50p

1p

10p

5p

2 How much money is there?

a) 

b) 

c) 

d) 

e) 

3 How much money is there?

a) 

b) 

c) 

4 Dexter has this money.

How much money does Dexter have? £ ____

5 Write <, > or = to compare the money.

a) 

b) 

c) 

d) 

6 Annie has this money.

Tommy has this money.

Is Annie correct? _____

How do you know?

7 Rosie wants to buy this packet of sweets.

She has this money.

Does Rosie have enough money? _____

Maths lesson 4

Count money – pounds

White Rose Maths

1 Match the coin or note to its value.

£5

£1

£50

£20

£10

£2

2 How much money is there?

a) 

b) 

c) 

d) 

e) 

3 How much money is there?

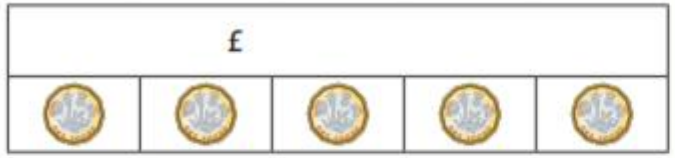
a) 

b) 

c) 

4 Complete the bar models.

a)



b)

c)

5 Write <, > or = to compare the money.

a) 

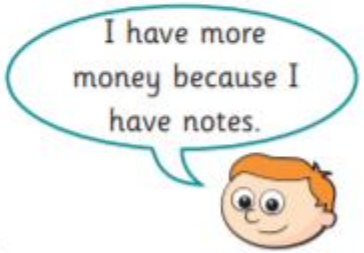
b) 

c) 

d) 

6 Dora has this money.

Ron has this money.



Is Ron correct? _____

How do you know?

7 Mo has this money.

Do you agree with Mo?

Talk about it with a partner.

Maths lesson 5 - Arithmetic

1 208 + 100 =

1 mark

2 792 - 100 =

1 mark

3 62 + 70 =

1 mark

4 217 - 20 =

1 mark

5 607 + 200 =

1 mark

6 984 - 700 =

1 mark

7 482 + 276 =

1 mark

8 372 - 268 =

1 mark

9 8 x 9 =

1 mark

10 48 ÷ 4 =

1 mark

11 32 x 3 =

1 mark

12 94 x 8 =

1 mark

13 $66 \div 3 =$

1 mark

14 $\frac{7}{12} + \frac{1}{12} =$

1 mark

15 $\frac{4}{5} - \frac{2}{5} =$

1 mark

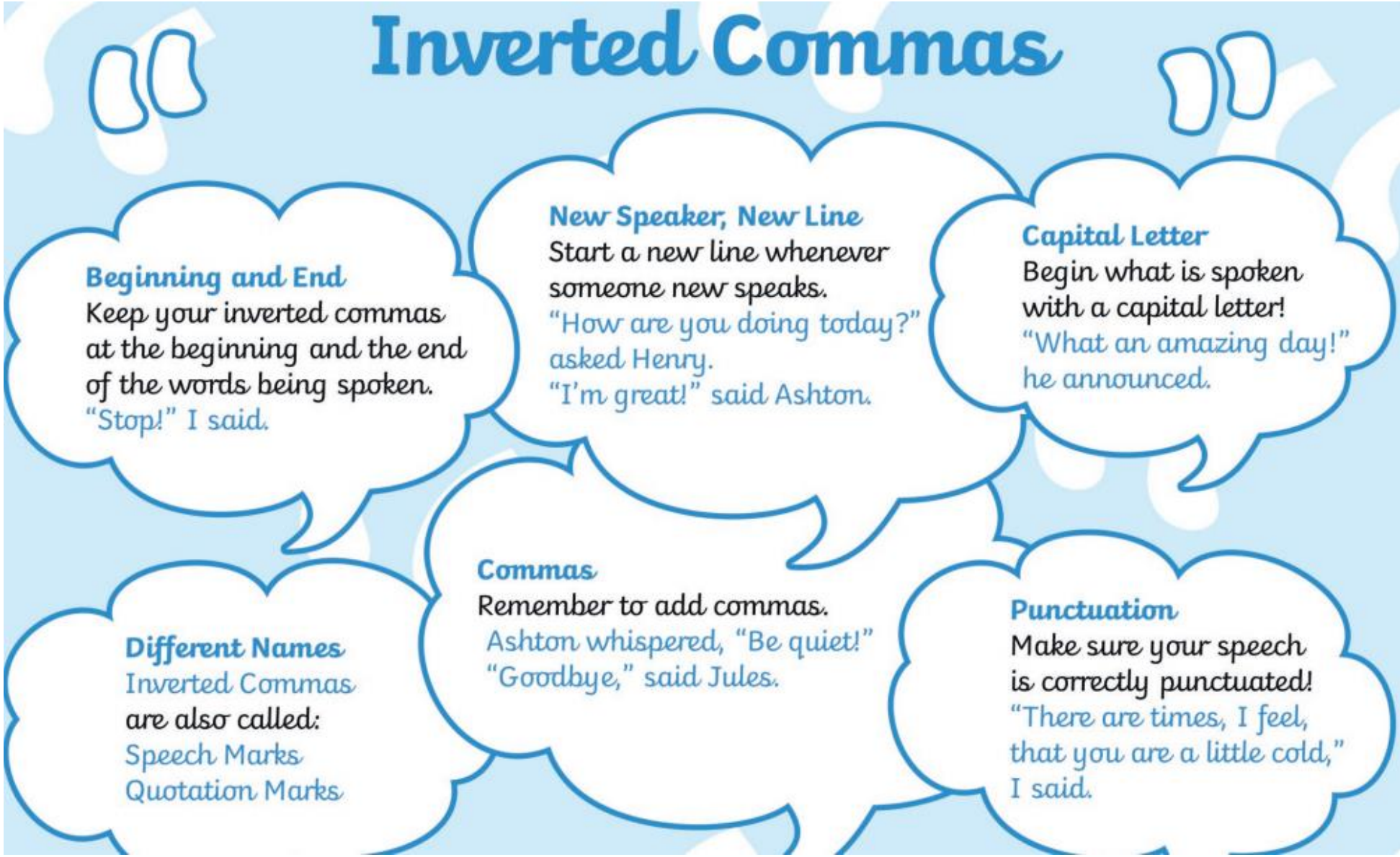
English – Practise your spellings

Remember to ... **Look, cover, say, write and then check**!

arrive			
breathe			
believe			
bicycle			
breath			

Use the first column example words to go over the letters and practise your handwriting joins.
Can you write sentences for each of your spellings?

English resource



English – Lesson 1

Swimming Lessons

If we lived in the sea
Like eels or fish,
We would go to school
And have walking lessons.
We'd reach the beach,
And – nervous in the thin air –
Learn to stagger slowly
On the warm sand.

If we lived in the air
Like dragon-flies or birds,
We'd have our walking lessons
On the tops of hills,
The parapets of tall buildings.
We'd be seized by gravity,
Nervous of the lower depths
And scared of ... unfalling.

If we lived in the earth
Like worms or moles,
We'd come to school by tunnel
In dark glasses,
Clump along like spacemen
On the planet's shell;
Perplexed by the horizon
And the rush of blood to our feet.

English – Lesson 1

Reading for Purpose - Poetry

Swimming Lessons

Retrieval

1.) Look at verse one. Where does it say that we will reach?

2.) Name two animals that the author uses as an example when he says "If we lived in the earth" in verse three.

Inference

3.) Explain why the author has suggested that we would come to school by tunnel.

4.) Why do you think the author has used eels or fish as an example when talking about living in the sea?

Vocabulary

5.) Find the adverb which describes how someone is moving in verse one.

6.) Use a dictionary to find the definition of *"parapets'.*

English – Lesson 2

Mighty Thor and the Magic Hammer

Chapter 1

Thor, the God of Thunder, came running into the village. "I've lost my mighty hammer!" he shouted. Thor's hammer was magic. It could kill an army with one blow! It could bring peace to the world!

Thor's father, Odin, the King of the Gods cried, "We must get the hammer back!" Everyone looked for Thor's hammer – but it was no where to be found.
Suddenly, a servant ran in. "The Frost Giant, Thrym has the hammer!"
"But Thrym is evil! He will never give it back. What shall we do?" screamed Odin.

Thor roared, "I will find Thrym and kill him! I must have my hammer back."
But Thrym was a very strong giant so Odin told Thor that he should not fight him. They wanted to find out why Thrym had Thor's hammer. They sent Loki, the God of Mischief, to find Thrym.

Chapter 2

Loki found Thrym and said, "Thrym, Odin has sent me to ask you to give his hammer back."
"Ha, ha, ha! I am not going to give it back!" shouted Thrym. "I want Freya, the Goddess of Love, to be my wife. Give me Freya and I will give Thor his hammer," shouted Thrym.

When Loki got back he told Thor what Thrym wanted. Odin was angry. "Thrym wants our lovely Freya? Never!"
But Odin knew he had to do something, so he called for Freya. When Freya heard what Thrym wanted, she screamed, "I'd rather die than marry him!"

Loki shouted out, "I have a plan! I have a plan! Thrym wants Freya – so we will give him what he wants!"
"How can we? She won't go!" Odin said.
Loki said, "Freya won't go. But Thor could dress up as her!"
"Who? Me? But I am a God! I can't dress up like a girl!" he shouted.
But, eventually he gave in. Freya came and dressed Thor in a dress and a wig and gave him her special necklace. "Thrym will recognise the necklace," said Freya. At last, Thor was ready.

Chapter 3

When they arrived, Thrym greeted them. " Oh lovely Freya! I did not think you would come!"
"Well, here she is – now give us the hammer!" said Loki. But Thrym was not a fool. He wanted to talk to Freya first.
"Come, let me kiss you." Thym whispered to Thor. Thor started to move away.
"No, no, not yet – wait 'til you are married! First you must give us the hammer!" Loki shouted.

But Thrym couldn't wait. He wanted to kiss Freya now. Thrym gave the mighty hammer to Thor.
"Now my sweet Freya, you must thank me with a kiss," Thrym said sweetly.
Thor replied quickly, "I will . . . but not with a kiss . . . I AM THE MIGHTY THOR! YOU GAVE ME THE HAMMER AND I WILL GIVE IT STRAIGHT BACK!"
Thor hit Thrym on the head with his hammer with all his strength.
"Run!" yelled Loki to Thor.

Thor and Loki ran back to Odin. The hammer was back where it belonged. Thrym had a very sore head. And Thor never had to wear a dress again!

English – Lesson 2

LO: To read the mythical story and answer questions.

VIP

Features of myths include; heroes/heroines, mythical beasts, magical items/powers, Gods & Goddesses, multiple settings including heaven, earth and hell.

Retrieval

1.) What could Thor's hammer do?

2.) What did Odin tell Thor about Thrym?

Inference

3.) Why do you think Freya was so against marrying Thrym?

4.) What do you think about the character of Loki? What kind of personality traits does he have? Use evidence from the text to support your reasons.

Vocabulary

5.) Think of a synonym for 'strong'

Click here to watch another mythical story featuring Thor.

Deepen the moment

Research about other Viking Gods from the internet. Draw a picture and write down facts on the next page with the information you have found out.

English – Lesson 3

LO: To identify vocabulary and improve a mythical story.

Find examples of these from Mighty Thor and the Magic Hammer.

Adjectives and expanded noun phrases:

……

Verbs:

……

Adverbs:

……

Conjunctions:

……

Dialogue:

……

An apostrophe for possession:

……

Now give your opinion on the story.

My favourite part was……

My least favourite part was……

Remember all the ways we can improve sentences in stories:

- Add in adjectives or improve adjectives
- Create expanded noun phrases
- Improve verbs to make them more powerful
- Add in adverbs
- Add in fronted adverbials
- Add in similes
- Create alliteration

Improve a section from Mighty Thor and the Magic Hammer below:

[Click here to watch another mythical story featuring Thor.]

English – Lesson 4

LO: To create dialogue sentences.

You have watched the short video of King Midas. He travels to Olympus Towers to ask Dionysus to grant him a wish of turning everything he touches into gold. You need to write dialogue sentences between Dionysus and the other Gods once he has granted King Midas his wish. You may also include some sentences relating to King Midas and how he is now feeling to have been granted his wish. Remember to use descriptive sentences as well as dialogue sentences like you would in a story. It is important to get a good balance!

Example: Giggling mischievously, Dionysus returned to Olympus Towers. "I know King Midas will soon come to regret this hideous wish!" he murmured under his breath.

English – Lesson 5

To write my own mythical story.

Think about everything you have learnt on mythical stories over the last three weeks.

Which was your favourite story that you learnt about and why?

Try to write your own mythical story on the next page following the steps to success below. Don't forget to upload your finished story to Class Dojo to show to your teacher.

Steps to success

I can use full stops, capital letters, question marks and exclamation marks correctly.

I can use adjectives and expanded noun phrases.

I can use powerful verbs and adverbs.

I can write dialogue sentences.

I can include similes.

I can use conjunctions like because and but.

Reading for Productivity Lesson 1 - Art

Artist Fact Sheet

Pablo Picasso 1881 - 1973

Pablo Picasso was born in Malaga, Spain. When he was baptized, his name was 23 words long! Pablo Diego José Francisco de Paula Juan Nepomuceno María de los Remedios Cipriano de la Santísima Trinidad Martyr Patricio Clito Ruiz y Picasso.

Picasso's father was an artist and gave Pablo art lessons. He finished his first painting, Le Picador, when he was nine. When he was 13, he was admitted to the School of Fine Arts in Barcelona. At 16, he went to Spain's top art school, Madrid's Royal Academy of San Fernando.

In 1900, Picasso went to Paris where he met Max Jacob, a journalist who helped Picasso learn French. In 1905, some American art collectors bought some of Picasso's paintings and he became famous. Initially, Picasso painted in a realistic manner but later his work became more abstract.

Picasso co-founded the Cubist movement. Cubism was a new way of painting, in which artists would paint a person or object from different angles using geometric shapes. The artists created a picture of something by breaking it up into different blocks. Picasso, and other artists, later began to add other materials, leading to the invention of collage.

Picasso died in France in 1973. Several of his paintings are amongst the most expensive in the world. More of his paintings have been stolen than any other artist's.

Work: The Lovers (1923), Femme aux Bras Croisés (1901-1902), Woman with a Book (1932)

Reading for Productivity – Pablo Picasso

Retrieval

1.) How many words long was Pablo's name when he was baptized?

2.) What age was Picasso when he finished his first painting?

Inference

3.) Why do you think more of Picasso's paintings have been stolen than any other artists?

4.) Look at the 3 paintings created by Picasso. What difference can you see between his early work to his later creations?

Vocabulary

5.) Picasso co-founded the cubism movement where artists would paint an object or person using geometric shapes. What does the word 'geometric' mean?

Reading for Productivity Lesson 2 - History

What was life like in Viking Britain?

The Vikings were not all bloodthirsty raiders. Some came to fight, but others came to Britain to live peacefully.

Their longships brought families who settled in villages.

What jobs did Vikings do?

Vikings were skilled at shaping things from wood. These wooden bowls and cups were 'turned' (cut to shape) on a machine called a lathe.

Many Vikings worked as farmers. Everything had to be done by hand on a Viking farm, so life was tough. Farmers grew oats, barley and wheat. Then they ground the grain to make flour, porridge and ale. They planted vegetables too, and kept animals like cows, sheep, pigs and chickens.

Other Vikings were craft workers. They made the things that people needed. Woodworkers and leatherworkers made plates, cups, belts and shoes. Jewellers made rings and brooches from precious metals. Blacksmiths hammered and twisted red-hot iron into tools, knives and swords. Potters baked clay pots in an oven heated by wood fires.

People took these goods to market to sell. Here a family could buy anything from amber beads and apples, to walrus tusks and wolf-skins. Viking traders sold their goods even further away. They sailed the seas to buy silver, silk, spices and furs to bring back home.

Where did Vikings live?

Many Viking families lived together in a longhouse. This was built from wood or stone and had a thatched or turf roof on top.

With just one room for all the family to share with their animals, a longhouse would have been a crowded and smelly place to live. There was no bathroom inside, but the Vikings kept clean by washing in a wooden bucket or beside a stream. Instead of toilets, people used a cesspit, which was a hole outside dug for toilet waste.

The Vikings also brought with them their way of life and beliefs. The Norse people worshipped many gods and loved to tell stories of magic and monsters, and myths and legends about their gods around the fire.

Viking family

A Viking boy usually took his father's name. So Eric, son of Orme, became Eric Ormeson.
Children didn't go to school. Instead, boys were also expected to help out with their parents' work. Boys learned hunting and fighting skills, as well as history, religion and law from spoken stories and songs.
Most Viking men were all-round handymen, but some had special skills like pottery or metalwork.
They could also fight if they had to, to protect their family or to support their chieftain.
Viking women did lots of different jobs.
They made clothes for the family by spinning and weaving sheep's wool. On the farm, women milked the cows and made cheese.
Viking girls helped out around the longhouse and on the farmland.
Their jobs included weeding vegetable patches and scaring away hungry birds.

Did the Vikings have laws?

The Norse people had their own laws and government. The community would gather together at a meeting called a **Thing**. Here they would settle problems and make decisions.

People could vote on what should happen. For example, the Thing might decide who owned a piece of land or how to punish a criminal. All this was overseen by a chieftain or a judge known as a **law-speaker**.

The 'Thing' was an early version of today's parliament where people met to discuss new laws and settle disputes

Viking laws were not written down, so laws were passed from person to person by word of mouth. People who broke the law became **outlaws**. They were forced to live in the wilderness.

Reading for Productivity – Life in Viking Britain - History

Retrieval

1.) Name three jobs the Vikings had.

2.) Which of the following statements are true?

- All Vikings were raiders.
- Jewellers made plates.
- The Norse people had their own laws.
- Jarls were everyday people who did jobs like farming.
- The king was at the top of the Viking society.

3.) Write a fact about the long house.

Inference

4.) Do you think the laws being passed from person to person by word of mouth was a good or bad thing? Explain your answer.

Vocabulary

5.) Find and copy one word from the text that means has great power.

6.) Vikings were very skilled people. What does the word skilled mean?

Reading for Productivity Lesson 3 - RE

Who are Christians?

Christians are people who believe that Jesus Christ is the Son of God, and who follow his teachings and those of the Christian churches that grew up after his death.

Christians believe that Jesus rose from the dead and appeared to his disciples (followers) to show everyone that there is another life with one, eternal, loving God.

Why are Christians called Christians?

Christians get their name from Jesus Christ who is God's son.

What do Christians believe?

Christians believe that Jesus Christ was the Son of God and that:

- God sent his Son to earth to save humanity from the consequences of its sins
- Jesus was fully human, and experienced this world in the same way as other human beings of his time
- Jesus was tortured and gave his life on the Cross (At the Crucifixion)
- Jesus rose from the dead on the third day after his Crucifixion (the Resurrection)

Christians believe that Jesus was the Messiah promised in the Old Testament

Christians believe that there is only one God, but that this one God consists of 3 "persons"

- God the Father
- God the Son
- The Holy Spirit

Christians believe that God made the world.

What are the Christian symbols?

The cross is the main symbol. It reminds Christians that Jesus died on the cross to save them.

The dove is the symbol of the holy spirit and peace.

The fish symbol was created using the Greek letters which spell out ICHTHUS : Jesus Christ God's Son Saviour.

The Romans persecuted the Christians and it became dangerous for them to meet. So the Christians devised a secret code. They drew half a fish in the sand. If a person completed the fish, they knew he or she was a believer too. Under the fish sign the Christians wrote the Greek word fish.

ΙΧΘΥΣ

These letters stood for: **Jesus Christ God's Son Saviour**

Reading for Productivity

Retrieval

1. What do Christians believe about Jesus?
2. Why do Christians believe God sent his son to Earth?
3. What '3 persons' do they believe that God consists of?

Vocabulary

4. What does the word 'persecuted' mean?

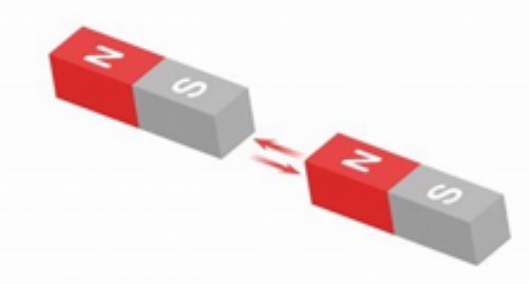
Inference

5. What do you think a dove symbolises?
   How does this link to Christianity?

Reading for Productivity Lesson 4 - Science

Magnets

A magnet is an object that is made of materials that create a magnetic field. Magnets have at least one north pole and one south pole. A magnetic field is the region in space where a magnetic force can be detected.



Magnetism is the force of attraction or repulsion between substances made of certain materials. The force of magnetism, simply put, is due to the motion of electric charges.

Magnets are present in most electronic devices. In fact, anything that has a motor uses a magnet. Televisions, computers and microwave ovens all operate with magnets. Magnets are used to keep refrigerator doors closed and are even mounted on trucks that clean roads. You'll also find magnets in medical devices to create a magnetic picture, in trains, and in the systems used to slow down roller coasters.

Magnets attract, or pull, objects made with iron or steel. Paper clips, scissors, screws, nuts, and bolts are just a few common everyday objects that are magnetic. A magnet will not attract paper, rubber, wood, or plastic.

It is **not true** that a magnet will attract any kind of metal. For example, aluminium cans are metal, but do not contain iron, therefore they are not magnetic. Steel is a metal that is made with iron, so steel objects like tools and silverware are usually magnetic.

Reading for Productivity – Magnetic and Non-magnetic materials

Retrieval

1. What is a magnetic field?
2. What force do magnets use? Push or Pull.
3. List three objects that magnets are attracted to.
4. How many poles do magnets have?

Vocabulary

5. What does the word attract mean in this sentence: 'Magnetism is the force of attraction'.

The History of Computing

Although we can barely imagine life without computers, they have only become such a key part of our lives relatively recently. Only fifty years ago, there were no home computers, tablets, smartphones or games consoles. However, early mathematicians began developing computers hundreds of years ago.

The First Computers

Early computers were in fact people. The word 'computer' was first used in 1613 to describe people who did very accurate calculations or 'computations'. Even before the word was used, the Babylonians used the abacus as a calculation tool. The abacus is a frame with beads which represent different numbers and can be used to perform extremely quick calculations. The soroban, a type of abacus, is still used by children in Japan and other countries today.

In 1837, Charles Babbage designed the Analytical Engine which used cards with punched holes to control a mechanical calculator. Some consider him to be the father of the computer even though it was actually a woman, Ada Lovelace, who first understood that the machine could use a sequence of instructions to perform a more complex sequence of calculations.

Did You Know?
Ada Lovelace was the world's first computer programmer nearly two hundred years ago.

Cryptology

During the Second World War, important mathematicians developed machines and programs to decode messages sent in code by their enemies. In Britain, these cryptologists (codebreakers) worked at Bletchley Park in Buckinghamshire and the government recruited the very best academics. The work done at Bletchley Park was top secret and details about the work done there were only released to the public in the 1970s, 30 years after the end of the war.

Alan Turing developed the Bombe, a machine specifically designed to decode the German Enigma code. At its peak, the Bombe could decode 4000 messages every day and the information gained from these is believed to have

significantly shortened the war. Although over 200 Bombes were built, they were all deconstructed after the war.

Did You Know?
Bletchley Park is now a codebreakers museum. In 2007, a specially built Bombe was installed at the museum.

Rapid Developments

The 1970s saw developments in computing gain pace. Microsoft and Apple were both founded in this decade. Some of the first widely available computer games, Pong and Space Invaders, were designed at the same time. In 1975, Bill Gates dropped out of Harvard University to set up Microsoft as he saw the importance of software in the development of computing. In just over ten years, the company was so successful with its Windows operating system that he became the world's youngest billionaire at the age of only 31.

Tim Berners-Lee invented the World Wide Web in 1989, which meant that people were able to access and share huge amounts of information quickly. There were many different companies producing hardware in the 80s and 90s, with computers such as the Commodore Amiga and ZX Spectrum competing for sales. Computers were still quite expensive and many homes simply couldn't afford one. Today, things are much more affordable. The release of the Raspberry Pi, a small single-board computer, in 2012 (at a cost of only £35) introduced programming to school children all over the world. Now there are many free online programs, such as Scratch, which have brought coding to the masses. Almost every aspect of our lives involves computers, from emailing and reading to gaming and texting. It's hard to imagine a time when we didn't have all this at our fingertips even though it was less than half a century ago!

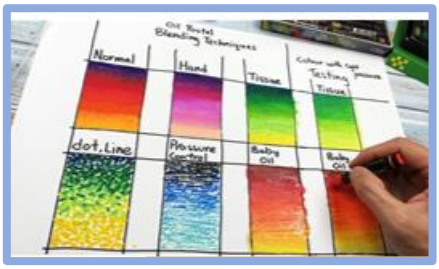
Did You Know?
The first email was sent in 1971 and by 2015, it was estimated that over 205 billion emails were sent every day.

Retrieval

1. Name two technological developments in the last 50 years.
   1.
   2.
2. What did the word **computer** originally mean?
3. Who was the world's first computer programmer?
4. When did the public first learn about the work done at Bletchley Park during the Second World War? Tick one.
   - In the 1960's
   - At the end of the war
   - In the 1970's

Vocabulary

5. What does the word deconstructed mean?



Year 3-4 Extended Curricular Learning

Art – Creating a dragon's eye

Monday 18th January 2021 – Activity 1

VIPs

Oil pastel (also called wax oil crayon) is a painting and drawing medium with characteristics similar to pastels and wax crayons.

Oil pastels can be blended using different techniques including with your fingers, tissue, dotted lines and pressure control.

Today, you will be learning about oil pastel art and creating your own dragon's eye artwork using oil pastels, crayons or colouring pencils:

1. Choose one of these 3 oil pastel artists to research about and write down 10 facts about them: Pablo Picasso, Vincent Van Gogh or Mary Cassat.
2. Click here to watch a video of how to create a dragon's eye with oil pastels. Whilst watching this video, practise sketching out your ideas for your own design. Remember – practise makes perfect!
3. Create your own dragon's eye design, using the video and the examples below to guide you through it. If you don't have oil pastels at home, you can use crayons or colouring pencils as a replacement.

Deepen the moment

- ✓ Year 3- Why is oil pastel a good medium for creating a dragon's eye?
- ✓ Year 4- what are the advantages and disadvantages of using oil pastels?

Year 3-4 Extended Curricular Learning

History – The Vikings

Tuesday 19th January 2021 – Activity 2

VIPs

The Vikings were not all bloodthirsty raiders. Some came to fight, but others came to Britain to live peacefully.

Their long ships brought families who settled in villages.

There were farmers, who kept animals and grew crops, and skilful craft workers, who made beautiful metalwork and wooden carvings. Everyone lived together in a large home called a **longhouse**.

Today, you will learn about what life was like in Viking Britain and where they lived:

1. Research online what about Viking life in Britain and the long houses they lived in. Make notes about what you learnt.
2. Draw and label a long house with all its features:

- ✓ Year 3 – can you explain underneath the long house about Viking family life?
- ✓ Year 4 – can you include fronted adverbials to describe life in Viking Britain? Include information about housing, family life, jobs and laws.

Deepen the moment

How does Viking life differ to life in 2021? Consider housing, family life, beliefs and jobs.

Year 3-4 Extended Curricular Learning

RE – Comparing Hindu and Christian beliefs

Wednesday 20th January 2021 – Activity 3

VIPs

Christian beliefs come from one holy text called the Bible, whereas Hindu beliefs are taken from many different texts and scriptures. The Hindu place of worship is the Mandir Temple and the Christian place of worship is a Church.

Today, you will be learning about Hindu and Christian beliefs and comparing them:

1. Make notes whilst watching the following clips. Hint: these will help you with the next task.
Click here to learn more about Christian beliefs.
Click here to learn more about Hindu beliefs.
2. Complete the table below about the key Christian and Hindu beliefs.
3. Using the table you have completed to help you, write out 2 similarities and 2 differences between Christian and Hindu beliefs.

- ✓ Year 3 – write out the similarities and differences in bullet points.
- ✓ Year 4 – write out the similarities and differences in two separate paragraphs. Can you use comparative openers in your work?

Deepen the moment

How do you think the daily routines of Christians and Hindus are different?

Key Beliefs	Hinduism	Christianity
Beliefs about life and death		
Holy Texts		
Place of Worship		

Year 3-4 Extended Curricular Learning

Science – Forces

Thursday 21st January 2021 – Activity 4

VIPs

A magnet is an object that produces a magnetic force to pull certain objects towards it.
A magnet is a special type of object that produces an area of magnetic force around itself, called the magnetic field.
If certain objects enter this magnetic field, they will be attracted to the magnet, this will cause the materials to stick to the magnet.

Today, you will learn about how a magnetic field is created and which objects are magnetic. Follow the steps below for today's activity:

1. Research online what objects are magnetic and what makes them magnetic.
2. Find 10 items around your house to test if these are magnetic or not magnetic.
3. Draw a table like the one below to show which items are magnet and which aren't.
   - ✓ Year 3 – which items were magnetic and why do you think this is?
   - ✓ Year 4 – make a prediction about which objects you think will be magnetic in your house and explain in your results whether your prediction was incorrect/correct and why.

Deepen the moment

Katie thinks that magnets only attracts objects when they touch them, is she correct? Explain your answer.

Material	Is it magnetic or not?

Year 3-4 Extended Curricular Learning

Computing – designing your own computerised device

Friday 22nd January 2021 – Activity 5

VIPs

The word 'computer' was first used in 1613 to describe people who did very accurate calculations or 'computations'.

During the Second World War, important mathematicians created machines and programmes to decode messages sent by their enemies.

Today, you will be learning about the history of computing and designing your own computerised device that would help people during 2021:

1. Research, using the internet and the reading for productivity, computing discoveries that changed the world. Choose your top 3 computing discoveries and explain why you think they are important.
2. Design your own computerised device that could help people during 2021 and lockdown. Label your design with its features. Hint: Don't make your device too complex because you will have describe how it will work.
3. Write a short paragraph explaining how your computerised device works and how it will make a difference to people in 2021.

- ✓ Year 3 – can you use expanded noun phrases and alliteration to describe your computerised device?
- ✓ Year 4 – can you use fronted adverbials and technical vocabulary to describe your computerised device?

Deepen the moment

Would life be better or worse if computers weren't invented? Explain why.