



This timetable is available in the event that a Year 3 pupil is required to self-isolate at home, but the cohort remains open to other pupils.

Please visit the Year 3 **Remote Learning Page** on the school website to access any downloadable resources and activity sheets.

	Session 1: 09:00-10:30	Session 2: 10:45 – 12:15	Session 3: 13:15 – 15:30 (Incorporating 15-minute break)	Additional Tasks
	<u>SPaG</u> We are learning to: Focus on homophones and near homophones. By the end of this lesson your child should be able to: <ul style="list-style-type: none">Understand what a homophone is.Identify spellings of different homophones.	<u>MATHS</u> We are learning to: Read and interpret pictograms. By the end of this lesson your child should be able to: <ul style="list-style-type: none">Explain what a pictogram shows.Locate key information in a pictogram.Use the pictogram to answer questions.	<u>GEOGRAPHY</u> We are learning about: The life and work of a European artist, Pablo Picasso. By the end of this lesson your child should be able to: <ul style="list-style-type: none">Find out and recall information about the life of Pablo Picasso.Create a piece of artwork inspired by cubism.	We also advise your child to complete the following tasks this week:
Monday 20.03.2023				

Tuesday 21.03.2023	<u>FLORAL PAVILION THEATRE – PETER PAN</u>		<u>MRS BROADBENT</u>		<u>MRS BROADBENT</u>	
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<p>Wednesday 22.03.2023</p>	<p><u>YOUNG LEADERS AWARD</u></p> <p>We are learning to:</p> <p>Research charities who are working to bring about change on a national level, including The Archbishop of York Youth Trust and organise a fundraiser or non-school uniform day where we can present our findings about a charity in order to raise awareness and support.</p> <p>By the end of this lesson your child should be able to:</p> <ul style="list-style-type: none"> Research a charity in the UK who is working to bring about change on a national level. They will be able to explain what they do, how they are impacting others and how people can get involved in supporting them. 	<p><u>YOUNG LEADERS AWARD – CONTINUED FROM LESSON 1</u></p>	<p><u>MATHS</u></p> <p>We are learning how to:</p> <p>Read, interpret and draw bar charts.</p> <p>By the end of this lesson your child should be able to:</p> <ul style="list-style-type: none"> Explain what a bar chart is. Complete a bar chart using given data. Identify and use key information in a bar chart. Draw a bar chart. 	
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<p>Thursday 23.03.2023</p>	<p><u>MATHS</u></p> <p>We are learning how to:</p> <p>Read and interpret tables.</p> <p>By the end of this lesson your child should be able to:</p> <ul style="list-style-type: none"> • Explain how to read a table. • Identify key information on a table. • Add or subtract the relevant data. 	<p><u>ENGLISH</u></p> <p>We are learning about: The poem 'I Asked the River'.</p> <p>By the end of this lesson your child should be able to:</p> <ul style="list-style-type: none"> • Mark text in the poem, identifying different key parts of the poem. • Share responses to the poem. 	<p><u>CLAREMOUNT P.E. – BASKETBALL</u></p>	
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<p>Friday 24.03.2023</p>	<p><u>MATHS</u></p> <p>We are learning to:</p> <p>Consolidate our learning of pictograms, bar charts and tables.</p> <p>By the end of this lesson your child should be able to:</p> <ul style="list-style-type: none"> Revise and recap learning from this week. 	<p><u>ENGLISH</u></p> <p>We are learning to:</p> <p>Draft a diary entry inspired by the poem 'I Asked the River'.</p> <p>By the end of this lesson your child should be able to:</p> <ul style="list-style-type: none"> Consider the feelings and emotions of the river. Include the important features of a diary entry. Proof-read own work. 	<p><u>R.E.</u></p> <p>We are learning to:</p> <p>Revisit the story of Mary Magdalene and create artwork based on her experiences.</p> <p>By the end of this lesson your child should be able to:</p> <ul style="list-style-type: none"> Design and make masks that represent Mary's feelings. Write a paragraph explaining how Mary's life changed as a result of what she experienced. 	
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