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| **Year 3**  **Robins** | **Before** 9:00am | **9:00 – 10:00** | **10:00-11:00** | **11:00-12:00** | **12 – 12.30** | **12:30 – 1.00** | **1:00 – 2:00** | **2:00 – 3:15** | **3.15 – 4:00** |
| **Monday** | Eat breakfast, make your bed, get washed and dressed and put any laundry in the basket. | Family walk (with the dog - if you have got one!)  Five-a-day/indoor exercises/indoor yoga if wet.  <https://www.youtube.com/user/CosmicKidsYoga>  <https://www.gonoodle.com/>  <https://www.nhs.uk/10-minute-shake-up/shake-ups> | Maths/Writing work from the packs, blogs or any of the following links:  TT Rock Stars - <https://play.ttrockstars.com/auth/school>  White Rose - <https://whiterosemaths.com/homelearning/>  I see reasoning - <http://www.iseemaths.com/home-lessons/>  The literacy company - <http://www.theliteracycompany.co.uk/free-resources/> | Creative Time – Lego, drawing, crafting, music, cooking, baking, coding, painting.  coding - <https://www.scratchjr.org/>  <https://code.org/> | **Lunchtime** | Tidy Time – Wipe down kitchen table and chairs, wash and dry kitchen dishes, tidy bedroom and lounge. | Quiet Time – Reading, Puzzles, Nap (No Electronics) | **History/Geography**  *(See tasks on the next page)* | Afternoon Fresh Air – Bike, Walk the dog, play outside. |
| **Tuesday** | **Science**  *(See tasks on the next page)* |
| **Wednesday** | **History/Geography**  *(See tasks on the next page)* |
| **Thursday** | **Science**  *(See tasks on the next page)* |
| **Friday** | **RE**  *(See tasks on the next page)* |



Home Learning – this timetable is intended as a guide to support learning at home during a prolonged period of school closure. We appreciate that you will have differing demands on your time but hope that this helps in continuing ‘a love learning’ at home. We will also be updating the class blog daily with any specific activities that you can do each day and further resources that you may need.

Miss Beattie and Mrs Esling

**If you have issues with usernames and passwords, please contact** [**admin@lostockgralam.cheshire.sch.uk**](mailto:admin@lostockgralam.cheshire.sch.uk)

**Weeks 3 and 4:**

Remember these projects will take you multiple days to complete – just do a little bit at a time ☺

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| **History and Geography** | **History/Geography Projects – Earthquakes**   * Produce a leaflet, newspaper article, poster, map, etc. all about earthquakes. You could include information about:   + Where do earthquakes occur? (Research the Ring of Fire)   + What happens during an earthquake?   + What causes an earthquake?   + What is the Richter Scale?   + How does an earthquake affect the landscape and people’s lives? (see case study below)   **Useful Websites –**  <https://www.theschoolrun.com/homework-help/earthquakes>  <https://www.brainpop.com/science/earthsystem/earthquakes/>  <https://www.youtube.com/watch?v=dJpIU1rSOFY>  <https://www.ducksters.com/science/earthquakes.php>  <https://www.learner.org/series/interactive-dynamic-earth/> |
| **Science** | **Science Projects – Forces**   * Research different forces and present your findings in a spider diagram – what does each force need to work? * You could even set up your own investigation at home: Using a toy car and a ruler/measuring tape you could test and measure how far the car travels on different surfaces (e.g. wooden floor, carpet, cardboard, outside). You could present your findings using a bar chart or grid. * Why does it travel further on some surfaces but not others? Can you write a conclusion for your investigation? * Watch the video on how magnets attract and repel each other – can you draw a labelled diagram to represent this? * If you have a magnet at home, you could investigate different materials around your house and sort them into magnetic and non-magnetic materials – what do all the magnetic materials have in common?   **Useful Websites –**  <https://www.bbc.co.uk/bitesize/topics/znmmn39>  <https://vimeo.com/169320291>  <https://www.bbc.co.uk/bitesize/clips/zk9rkqt>  <https://www.theschoolrun.com/homework-help/magnets> |
| **RE** | **RE Projects – People of God**   * Read the story of Noah - Genesis 6:5–9:17 (see link below) * Draw a picture of Noah and his Ark and around it write what kind of man Noah was – What were his qualities? What made God choose him? * Remember that God in the Noah story was trying to do away with evil in the world and make it a better place. What could we do in our own lives to make the world a better place? – Split your page in half and create a list of ‘Things we should start’ and ‘Things we should stop’ in order to make the world a better place.   **Story of Noah -** <https://www.biblewise.com/kids/read/young/noahs-ark2.php> |