



# Class 3 Updated Suggested Timetable



From week 4 and moving forward, as part of our offer I have planned activities with a daily numeracy or \*literacy focus. (\*In fact these activities involve so much more, including history, global learning, citizenship....)

Class 3 - Week 4 Remote Learning Maths / Literacy Activity Grid			
<p>Within this grid you will find literacy or maths activities, which could provide a focus for learning earlier in the day, before our live lesson (and follow tasks) each afternoon. Notice how the activities have continued to alternate between literacy one day, followed by numeracy the next, and so on. Resources will be posted on the website.</p>			
<p><b>Monday 25th January</b> <b>Short multiplication</b></p> <p>Warm up by practising your times tables because you'll certainly find your times tables invaluable here. Use the <u>written method for short X</u> to solve calculations, some of which involve <u>money notation</u> too. You'll find reminders and different levels of challenge too (mild and/or hot?) <u>Extra Challenge: 'Aim for 600000'</u> This investigation is shown on slide 11. You may find estimation helpful, and please show your working out using short multiplication too.</p>	<p><b>Tuesday 26th January</b> <b>The Suffragettes</b></p> <p>You'll apply literacy and history skills here, as well as growing your historical knowledge. <u>Your activities:</u></p> <ul style="list-style-type: none"> <li>- Study powerpoint used in our lesson</li> <li>- 'The Suffragettes' - Comprehension</li> <li>- Women's Right To Vote - Timeline</li> <li>- Gender Equality - 'Then and Now'</li> </ul> <p><u>Extra Challenge:</u> Design a protest banner that the Suffragettes could have used during demonstrations. Can you create a slogan or chant too?</p>	<p><b>Wednesday 27th January</b> <b>Short division</b></p> <p>I have included a 'short division' slideshow already discussed in our live lesson, giving a useful step by step explanation. Use the <u>written method for short division</u> to solve calculations, some which leave a remainder. Different levels of challenge are available, mild and/or hot. (*If unsure how to <u>convert remainders to fractions</u>, leave as remainder.) <u>Extra Challenge:</u> Slide 9 has some problems to help you 'check your understanding'.</p>	
	<p><b>Thursday 26th January</b> <b>What Is Democracy?</b></p> <p>Once again you'll apply literacy and history skills here, as well as studying local and global issues too. <u>Your activities:</u></p> <ul style="list-style-type: none"> <li>- Study powerpoint used in our lesson</li> <li>- Democracy or Dictatorship? - sorting</li> <li>- Create a 'Democracy Glossary', including a minimum of 10 definitions. (Use 'Democracy Key Words')</li> </ul> <p><u>Extra Challenge: Compile a report:</u> In no more than an A4 page, explain: 'How does Marx democracy work?'</p>	<p><b>Friday 29th January</b> <b>Solving division problems</b></p> <p>A great opportunity to develop and apply your division skills, including <u>short division calculations</u>, as well as <u>division word problems</u>. Different levels of challenge are available, mild and/or hot. (*Once again, if unsure how to <u>convert remainders to fractions/decimals</u>, leave as remainder.) <u>Extra Challenge:</u> Slide 13 has some problems to, 'check your understanding'.</p>	

You may find that you do not complete everything on that day and that is fine. You can revisit activities later, as often as you wish. If you're feeling inspired to continue working, I have included an 'extra challenge' each day. If you have questions or wish to share your learning, mail me at [anthonycross@online.sch.im](mailto:anthonycross@online.sch.im). Remember, additional learning also added daily after live lessons.

I will review and update resources on a weekly basis.

**Your weekly learning grid and resources will be available on the website.**

Suggested daily timetable:

## Mornings

1 to 2 hours - Working on the daily numeracy or \*literacy activities from the grid as outlined above. (If spending more than 1 hour, you could return another time.)

At least 30 minutes downtime (reading, music, art, board games.....)

1 hour - Learning recommendations/ challenges from the previous days live lesson. Remember, all the ideas from other live lesson can still be found too.

## Afternoons

45 mins - Daily live online lesson for Class 3.

(Many families feel this provides a natural/positive end to daily learning for them, with the extra ideas/ challenges ideal for the next morning.)

If you choose to continue - Variety of activities, which may include exercise, board/ maths games, puzzles, playing music, art, reading..... You could watch a documentary and/or research areas of interest.

Don't forget to have breaks and downtime throughout the day too.

Remember that these are guidelines and it may be that some days you will achieve more, and want to spend more time learning, than on other days. If you have any questions, you can contact me at: [anthonycross@online.sch.im](mailto:anthonycross@online.sch.im) .