**ENGLISH Learn at Home packs: Year 3, Week 3**

**These notes are intended for teachers** who are using these materials to continue to teach their class using any form of online file sharing.

***‘Your home-learning resources have helped our school immeasurably: they're so clear, and the fact that they are in daily chunks, with plenty of explanation for parents at home, has made them invaluable.’***Nick, a Suffolk primary teacher.

Our small team have been working round the clock to produce these materials and we’re really happy that huge numbers of teachers, schools and parents have found them useful – and emailed us to say so!

If you’re not a regular user of Hamilton, why not consider becoming a [Friend of the charity](https://www.hamilton-trust.org.uk/sign-up/?utm_source=hamilton&utm_medium=lhp&utm_campaign=tns) to access the teaching materials in English, Maths and Topics for the whole year? Or take a moment to browse our [free resources for schools](https://www.hamilton-trust.org.uk/about-hamilton/use-for-free/?utm_source=hamilton&utm_medium=lhp&utm_campaign=tnf).

**The ‘timetable’ for this week’s teaching and learning is as follows**

* **Day 1** – If possible, introduce Fantastic Mr Fox and read the two chapters to the children in an online tutorial. They then complete the Day 1 activities in which they think about the characters in the story.
* **Day 2** – *Provide some teacher input*, using the PowerPoint presentation**\*** about present perfect forms of past tense. If children can access this in PowerPoint, they will hear the voice-over teaching. They then go on to identify present perfect verbs in sentences and texts.
* **Day 3 -** Children read the summaries of what happens in Fantastic Mr Fox and they then plan, using a story curve, their own story along similar lines. They write this.
* **Day 4** – *Provide some teacher input*, using the PowerPoint on Prepositions. If children can access this, there is a voice-over teaching. They read a book about different dyes and then identify prepositions giving information about time, place and cause.
* **Day 5** – Children re-read the book and re-visit prepositions. They identify these and then add prepositional phrases to sentences to produce a set of sequenced instructions. If possible, discuss their understanding of prepositions with the children to assess their learning.

*\*PowerPoint presentations are provided. You can use your phone to film yourself going through these on a laptop. OR parents and children can access them at home, preferably in PowerPoint but also as images on a tablet. You can then talk these through. Or you may have a clever online way, perhaps through the school’s website, of sharing these presentations with children at home.*

Summary of content

**Day 1 –** Read two chapters of a novel, and discuss characters**.**

**Day 2 –** Revise and identify past tense and the present perfect form. Check children’s understanding of this.

**Day 3** – Read chapter summaries. Plan and write their own story in the same style.

**Day 4** – Revise and identify prepositions and understand how these help us to answer questions about when, where and how.

**Day 5** – Understand how prepositions can be used and create a set of sequenced instructions.