

# Weekly Overview of Learning

Year Group: Year 3    Week beginning: 7th October 2024

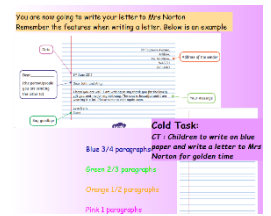

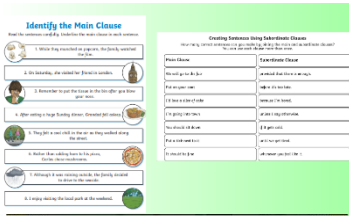


Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Writing</u>	<u>LI: We are learning to write a persuasive letter to Mrs Norton asking for scheduled golden time (COLD TASK).</u>	<u>LI: We are learning to apply our inference skills to make predictions on our new class text 'The secret of the Black Rock'.</u>	<u>LI: We are learning to retrieve information to compare and contrast two characters from our new class text. (Role on the wall).</u>	<u>LI: We are learning to organise our ideas to construct a character description using comparative language.</u>	<u>LI: We are learning to identify key vocabulary to understand a main clause.</u>
<b>Speaking and Listening Focus</b>	<p>Language of opinion.</p> <p>Through independent learning, children will write a letter using prior knowledge of persuasive language.</p> <p>I agree/disagree because... I appreciate/understand.....'s opinion because/as/du e to... However I feel... because/as/du e to... My opinion/view is... because/as/du e to... I believe... because... What is your opinion on...? How do you feel when...? Why do you feel...?</p>	<p>Language of prediction.</p> <p>Through collaborative learning, children will discuss their ideas using features of the book.</p> <p>I predict that... because... however/meanwhile/therefore/also ... I predict that... after... I predict that... as a result of... This is probable because... ...and... are different in that... therefore as a result.. . After... I predict that...</p>	<p>Language of comparison.</p> <p>Through collaborative learning, children will retrieve key vocabulary that focuses on similarities and differences.</p> <p>... and... are similar because... ... and... are different in that... ...is... but... is... ...is ... while... is... ... and... are both... ... and... are alike in that...</p>	<p>Language of description.</p> <p>Through independent learning, children will collate their ideas to write a comparative character description.</p> <p>Similarly In contrast They differ loving enormous petite spikey</p>	<p>Language of explanation.</p> <p>Through shared learning, children will deconstruct sentences to learn key components.</p> <p>How... Why... When... What... After... Then... As a result of... Later... because...</p>

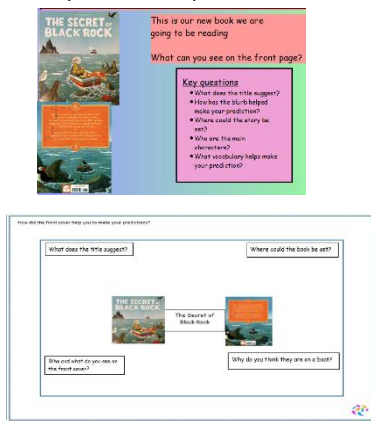

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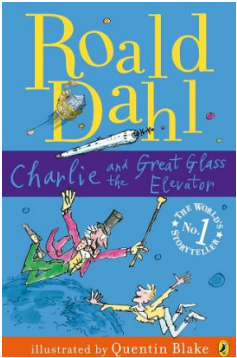
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<p><b>Key vocabulary and Key Blooms higher order thinking questions</b></p>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>I believe that</li> <li>Could you</li> <li>I would like</li> <li>It's important that</li> <li>Consider</li> </ul> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>Why is it important to you?</li> <li>What facts would you present?</li> <li>When would you like golden time?</li> <li>What features do letters have?</li> <li>Have you exaggerated your opinions?</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>After analysing</li> <li>The title suggests</li> <li>Looking at the images</li> <li>I predict</li> <li>Using the front cover and blurb,</li> <li>To my understanding</li> <li>After applying my inference skills</li> </ul> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>What does the title suggest?</li> <li>How has the blurb helped make your prediction?</li> <li>Where could the story be set?</li> <li>Who are the main characters?</li> <li>What vocabulary helps make your prediction?</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Kind</li> <li>Caring</li> <li>Brave</li> <li>Courageous</li> <li>Even though</li> <li>Large</li> <li>Small</li> </ul> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>What makes them different?</li> <li>How could you describe the black rock/Erin?</li> <li>Do they have any similarities?</li> <li>What does personality mean?</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>courageous</li> <li>brave</li> <li>friendly</li> <li>Alternatively</li> <li>However</li> <li>As well as</li> <li>In contrast</li> </ul> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>What similarities do both characters have?</li> <li>What differences do they have?</li> <li>How can you describe the personality of Erin?</li> <li>Can you identify the qualities of the black rock?</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Verb</li> <li>subject</li> <li>complete</li> <li>sentence</li> <li>information</li> </ul> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>Who is the subject?</li> <li>What is the verb?</li> <li>Is there more information?</li> <li>Can you add a subordinate clause?</li> </ul>
<p><b>Activities</b></p>	<p>Today's activity requires children to apply their prior knowledge of persuasive language as well as features of a letter to present their argument for golden time.</p> <p>Children will be writing a letter to persuade Mrs Norton to schedule golden time in their timetable using the correct vocabulary and structure.</p>  <p><b>Cold Task:</b>          CT Children to write on blue paper and write a letter to Mrs Norton for golden time.          Blue 3/4 paragraphs          Green 2/3 paragraphs          Orange 1/2 paragraphs          Pink 1 paragraph</p>	<p>In today's lesson, children will make predictions on their new class text using features from the book.</p>	<p>Today's lesson focuses on the language used to write a character description that helps discuss themes relating to appearance, actions and personalities.</p> <p>Children will be retrieving key vocabulary and information that helps describe the characters, comparing and contrasting features</p>	<p>Children will be describing the appearance, personality and actions of the two main characters. They will be discussing similarities and differences between the characters.</p> 	<p>In today's lesson children will learn how to construct sentences using key vocabulary to identify features.</p> <p>Children will be asked to identify vocabulary and their word classes in order to construct a clause.</p> 

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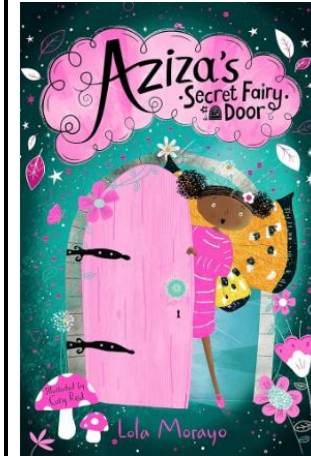
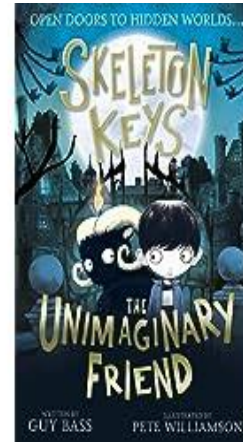
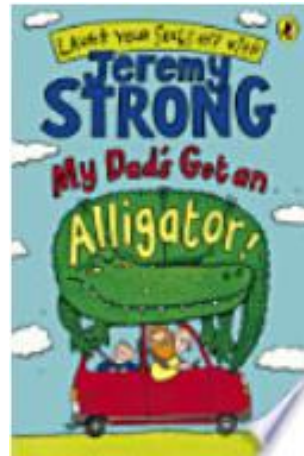
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		<p>Through collaborative learning, children will discuss their ideas with their peers to deepen their understanding. Key vocabulary and sentence stems are provided to help generate their prediction.</p> 	<p>Wednesday 9th October 2024 L1: We are learning to retrieve information to compare and contrast two characters from our new class text.</p> 		

<p><b>Class Text – Reading Aloud</b> 10-15 mins each day</p>	<p><b>Topaz</b> TEXT –Charlie and the Great Glass Elevator Author – Roald Dahl</p> 	<p><b>Sapphire</b> Text - My Dad’s got an Alligator Author – Jeremy Strong</p>	<p><b>Turquoise</b> Text – Skeleton Keys Author - Guy Bass</p>	<p><b>Lapis</b> Text – Aziza’s secret fairy door Author - Lola Morayo</p>
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are applying our knowledge of number bonds to add in 1s, 10s and 100s.</u>	<u>LI: We are recalling our knowledge of numbers bonds to subtract 1s, 10s and 100s.</u>	<u>LI: We are adding and subtracting two numbers without exchange.</u>	<u>LI: We are applying our methods to add two numbers across 10 and 100 with exchange.</u>	<u>LI: We are applying our methods to subtract two numbers across 10 and 100 with exchange.</u>

Key vocabulary and key questions	<p><u>Key Vocabulary: (lesson specific)</u></p> <ul style="list-style-type: none"> <li>• Partition</li> <li>• Place Value</li> <li>• Add</li> <li>• Subtract</li> <li>• Jump</li> <li>• Number bonds</li> <li>• Exchange</li> <li>• Multiple</li> <li>• Columns</li> <li>• Changed</li> <li>• Same</li> </ul> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> <li>• What is the next</li> </ul>	<p><u>Key Vocabulary: (lesson specific)</u></p> <ul style="list-style-type: none"> <li>• Partition</li> <li>• Place value</li> <li>• Add</li> <li>• Subtract</li> <li>• Jump</li> <li>• Number bonds</li> <li>• Exchange</li> <li>• Multiple</li> <li>• Columns</li> <li>• Changed</li> <li>• Same</li> </ul> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> <li>• What is the previous</li> </ul>	<p><u>Key Vocabulary: (lesson specific)</u></p> <ul style="list-style-type: none"> <li>• Adding</li> <li>• Subtract</li> <li>• Two numbers</li> <li>• Place value</li> <li>• Ones</li> <li>• Tens</li> <li>• Hundreds</li> <li>• Columns</li> <li>• Base 10</li> </ul> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> <li>• How can you represent</li> </ul>	<p><u>Key Vocabulary: (lesson specific)</u></p> <ul style="list-style-type: none"> <li>• Add</li> <li>• 10</li> <li>• 100</li> <li>• Exchange</li> <li>• Place value</li> <li>• Base 10</li> <li>• Ones</li> <li>• Tens</li> <li>• Hundreds</li> </ul> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> <li>• Does it matter which column's numbers you add</li> </ul>	<p><u>Key Vocabulary: (lesson specific)</u></p> <ul style="list-style-type: none"> <li>• Subtract</li> <li>• 10</li> <li>• 100</li> <li>• Exchange</li> <li>• Place value</li> <li>• Column method</li> <li>• Ones</li> <li>• Tens</li> <li>• Hundreds</li> </ul> <p><u>Key Questions:</u></p>
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	<p>multiple of 10 after ?</p> <ul style="list-style-type: none"> <li>• How can you partition ?</li> <li>• What number do you add to make 10?</li> <li>• What is the jump from to the next multiple of 10?</li> <li>• Which columns have changed/stayed the same?</li> <li>• What is the next multiple of 100 after ?</li> <li>• What number do you add to make 100?</li> <li>• Does the column always/sometimes/never change?</li> </ul>	<p>multiple of 10 before?</p> <ul style="list-style-type: none"> <li>• How can you partition?</li> <li>• What is the jump from to the previous multiple of 10?</li> <li>• If it is a part/jump, what is the other part/jump ?</li> <li>• What is the jump from to the previous multiple of 100?</li> <li>• Does the column always/sometimes/never change?</li> <li>• Which method is more efficient? Which method do you prefer?</li> </ul>	<p>the question using base 10?</p> <ul style="list-style-type: none"> <li>• How can you put these numbers into a place value chart?</li> <li>• Does it matter which columns you add together first?</li> <li>• Do you have enough ones/tens to make an exchange?</li> <li>• What do you put in the tens column if there are no tens?</li> <li>• Do you need to make both numbers before you can subtract?</li> </ul>	<p>together first?</p> <ul style="list-style-type: none"> <li>• Do you have enough ones to make an exchange?</li> <li>• Where do you put the ten that you made from exchanging 10 ones in your model?</li> <li>• How can you show that you have exchanged 10 ones in your written calculation?</li> <li>• Does it matter which column you add together first?</li> <li>• Do you have enough ones/tens to make an exchange?</li> </ul>	<ul style="list-style-type: none"> <li>• How can you show this question using base 10?</li> <li>• Can you subtract 2 ones from 5 ones?</li> <li>• Can you subtract 5 ones from 2 ones?</li> <li>• Do you need to make an exchange?</li> <li>• How can you show an exchange using base 10 or place value counters?</li> <li>• How can you show an exchange from the hundreds using the written method?</li> </ul>
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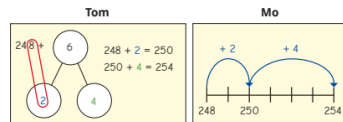
## Activities

In Year 2 addition and subtraction, children explored strategies to add 1-digit numbers to a 2-digit number crossing 10. Children build on this to add a 1-digit number to a 3-digit number. It is vital that children are fluent in bonds to 10, so that they are able to identify the jump to the next multiple of 10. They also need to be fluent in their bonds within 10 to allow them to flexibly and efficiently partition numbers to work out how much further they need to jump from a multiple of 10.

Find the missing numbers.

$350 + \underline{\quad} = 400$      $280 + \underline{\quad} = 300$      $830 + \underline{\quad} = 900$   
 $352 + \underline{\quad} = 402$      $283 + \underline{\quad} = 303$      $839 + \underline{\quad} = 909$

Tom and Mo are working out  $248 + 6$



Talk about each method with a partner.

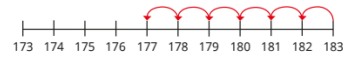
Whose method do you prefer?

Use that method to work out the additions.

$248 + 9$      $638 + 3$      $579 + 6$      $589 + 4$

Children have covered strategies to subtract a 1-digit number from a 2-digit number crossing a 10 and will build on this, working towards subtracting a 1-digit number from a 3-digit number, as well as learning to subtract a 2-digit number from a 3-digit number. The focus is on mental strategies for crossing a 10, with steps towards crossing 100.

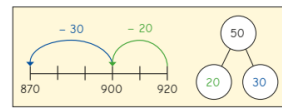
Use the number line to work out  $183 - 6$



Use a number line to work out the subtractions.

$683 - 6$      $623 - 6$      $481 - 7$      $682 - 5$

Dani is working out  $920 - 50$

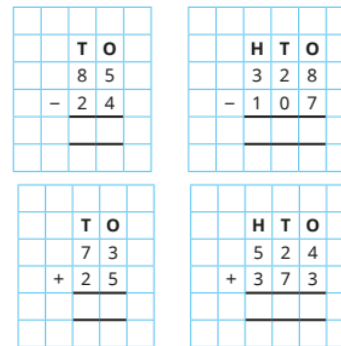


Use Dani's method to work out the subtractions.

$320 - 50$      $320 - 70$      $340 - 70$      $580 - 90$

So far in this block, children have mentally added and subtracted 1s, 10s and 100s with 3-digit numbers. The focus now moves to written addition and subtraction. By the end of this small step, children will be able to add and subtract two numbers, either both 2-digit or both 3-digit, using the formal written method.

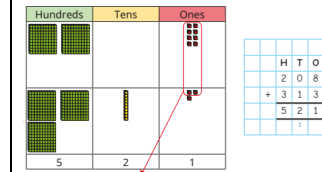
There are no exchanges in this step, but it is still worth asking the children, "Do you need to make an exchange?" in order to support future learning. The next few small steps involve addition and subtraction where exchanges are necessary.



In this small step, they again add two numbers, but now with exchanges into the tens: when the ones are added together, they will (sometimes) total more than 9. Both numbers are made using base 10 or place value counters

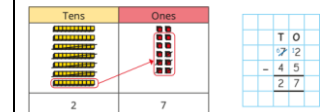
in a place value chart. Children need to begin adding in the ones column, working from right to left. In this small step, they exchange 10 tens for 1 hundred. Children make both numbers using base 10 or place value counters. They need to begin adding in the ones column, working from right to left. After adding each column, ask whether they need to make an exchange. Seeing 10 tens physically swapped for 1 hundred, alongside the formal written method, will deepen children's understanding of this step.

Dexter uses base 10 to work out  $208 + 313$




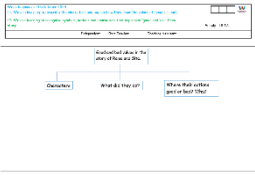
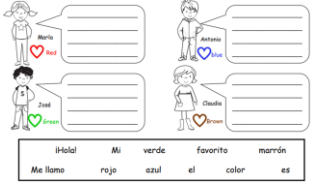

So far in this block, children have completed the formal written method for addition with exchanges in both the tens and hundreds columns. They now move on to the written method for subtraction with exchanges. In this small step, they subtract both 2- and 3-digit numbers, exchanging 1 ten for 10 ones. This small step will be children's first experience of subtraction across a 100, and they will use base 10 and place value counters to represent calculations alongside the written method. At each step of the subtraction, children should be asking whether they need to make an exchange.

Annie uses base 10 to work out  $72 - 45$



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<p style="text-align: center;"><u>Music – Sing Up</u></p>	<p style="text-align: center;"><u>ART</u></p>	<p style="text-align: center;"><u>Computing – Barefoot and Teach Computing</u></p>		
<p style="text-align: center;"><u>I've Been to Harlem</u></p> <p><b>LI:</b> We are learning to invent a three-note melodic ostinatos to accompany our class song.</p> <p><b>Key Vocab – Call and Response, Application, Rhythm</b></p> <p>In music this week, the children will be adding a melody ostinato to their performance of 'I've been to Harlem' using instruments. The children will perform the song from memory and play the tones to mirror and match the pitch of their voices.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center; background-color: #00728f; color: white; padding: 2px;">Create a melody ostinato</p> <ul style="list-style-type: none"> <li>• Use the rhythm of 'rolling east, rolling west' and combine with three notes from the pentatonic scale: F, G, A, C, D.</li> <li>• Experiment and find your favourite combinations.</li> <li>• Pick one of the melodic ostinatos and play together with the whole class.</li> <li>• Practise playing and keeping a steady beat, then add in the singing.</li> </ul> </div>	<p><b>LI:</b> We are learning to explore composition and scale to create <u>abstract drawings</u>.</p> <p><b>Key Vocab – Observational, Shading, Drawing, Accuracy</b></p> <p><b>Key Questions-</b>What do you think this is a picture of? _How is this picture different? Can you remember what abstract means?</p> <p>In their sketchbooks, the children start by drawing at least 3 rectangles on a page. These represent the paper of their final drawing. With their picture lying flat in front of them, the children use a viewfinder to move over the picture to select an interesting composition. When they have framed a section, they sketch what they can see, including the lines and outlines of shapes into one of the rectangles. These can be very simple line drawings or more detailed with colour. The children choose one composition to draw as a final piece.</p> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="font-size: small; padding-right: 5px;"> <p><b>Georgia O'Keeffe</b></p> <p>She was an artist who was famous for her close up paintings of flowers.</p> <p>By zooming in to just a small section of an object it makes it less obvious what it is.</p> <p>In art, when people paint or draw things that look different from real life this is called Abstract art.</p> </div>  </div> <p style="font-size: x-small; margin-top: 2px;">This is an image in the style of Georgia O'Keeffe</p>	<p style="text-align: center;"><u>Lesson 4 - How do digital devices help us?</u></p> <p><b>LI:</b> We are learning to explain how a computer network can be used to share information.</p> <p><b>Key Vocab – Digital, Devices, Non-digital</b></p> <p><b>Key questions – what are concepts? What is a network?</b></p> <p>This lesson introduces the concept of connections and moving information between connected devices. Learners will learn to explain how and why computers are joined together to form networks.</p> <div style="text-align: center; margin-top: 10px;"> <p><b>Becoming a computer network</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">From: _____ To: _____ Message: _____</td> <td style="width: 50%; padding: 5px;">From: _____ To: _____ Message: _____</td> </tr> </table> </div>	From: _____ To: _____ Message: _____	From: _____ To: _____ Message: _____
From: _____ To: _____ Message: _____	From: _____ To: _____ Message: _____			
<p style="text-align: center;"><u>RE</u></p> <p><b>LI:</b> We are learning to describe the characters and explain how they show the values of 'good' or 'bad'</p> <p><b>LI:</b> We are learning to recognise symbols, actions and characters that represent 'good' and 'evil' from story</p> <p><b>Key Vocab –</b> good, evil, choices, actions</p> <p><b>Key Questions-</b> What happened in the story of Rama and Sita? Who were the characters in the story? Were their actions/choices good or bad? Why?</p> <p>In the lesson, children will be recapping the story of Rama and Sita, and they will be looking at the characters in the story to which they will then decide if their actions were good or bad and why.</p> <div style="margin-top: 10px;">  </div>	<p style="text-align: center;"><u>Aprendo Español</u></p> <p><b>LI:</b> We are learning the ten key colours in Spanish and learning how to say 'my favourite colour is...'</p> <p>This week the children will be learning how to say the 10 key colours in Spanish and learning how to say which is their favourite colour. Their activity is to create sentences for the four children and what their favourite colours are.</p> <div style="text-align: center; margin-top: 10px;">  </div>	<p style="text-align: center;"><u>PSHE – Black History Month</u></p> <p><b>LI:</b> We are learning all about significant figures who have influenced change within the black community.</p> <p><b>Key Vocab – Black History, Significant, Influential</b></p> <p><b>Key Questions –</b></p> <ul style="list-style-type: none"> <li>• Why are these individuals influential?</li> <li>• How have these people made significant change within the black community?</li> </ul> <p>In this special lesson the children will be learning and discovering all about the importance of Black History Month in highlighting the amazing work and influence from significant individuals through history.</p> <div style="text-align: right; margin-top: 10px;">  </div>		

## Science - Wellington Curriculum

**Key Vocab** - Skeletal System, Bones, Joints, Protection, Support and Movement

- Key Questions** -
- Can you think of any bones that support, protect and help the body with movement?
  - Why is the skeleton important?

**Lesson 1:**  
**LI: We are learning to recognise the skeletal system to identify the bones which are used for protection, support and movement.**

In this lesson the children will learn all about the skeletal system and be able to identify different bones in our bodies and their functions.

Ask children to shape the names of the major bones in the human skeleton. Use the useful words to help you.

Useful words:

- cranium    • femur    • fibula    • humerus    • mandible    • patella
- pelvis    • radius    • rib    • spine    • tibia    • ulna

**Lesson 2:**  
**LI: We are learning about joints and how they allow movement in the human skeleton.**

In this lesson the children will be investigating and exploring our joints and how they allow movement in the body!

## Topic (History) - Wellington Curriculum

**Key Vocab** - cheddar man, significance, excavation  
**Key Questions** - Who was the cheddar man? Why was he so important?

**Lesson 1:**  
**LI: We are learning about the discovery of the Cheddar Man and his significance as a historical resource.**

The children will learn all about Cheddar man and who he was, the children to work in pairs and to work through an evidence pack and answer all questions together.



**Lesson 2:**  
**LI: We are learning about the discovery of the Cheddar Man and his significance as a historical resource.**

The children will create their own newspaper article all about the cheddar man, the children will the key features of the discovery



## PE - Get Set 4 PE

**Lesson 5 Tag Rugby**  
**LI: We are learning to explore attacking skills to get closer to the try line**

**Key Vocab**  
 Attack, Strike, Pass, Position  
**Key Questions**- How can you pass through the opposite team? What do you need to make sure you do?

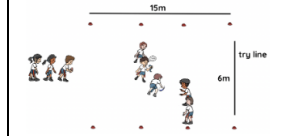
In the lesson the children will be practicing how to dodge and run through a gap and being able to support their teammates by being ready to receive a pass.

1 In groups of eight with eight cones and two balls. Four attackers against four defenders. Set up a channel 15m x 6m. Two defenders position themselves level with the first cone and the other two defenders level with the second cone. Attackers take turns to try and score a try with a ball. If tagged, they go back to the start and the next person goes. Swap roles after a few minutes.

Q: How can you score a try? Place the ball down over the try line with two hands.

Defenders work together, move side to side as if attached by an invisible rope. Attackers use a quick change of direction (dodge) or quick change of speed to beat the defenders.

Make this easier by placing one defender in line with each cone.



**Lesson 5 Football:**  
**LI: We are learning to apply tactics to small sided games.**

In the lesson, children will be learning to keep the ball until their teammate is ready to receive it and recognising when it the right time to score a goal.

1 In groups with two goals at either end of a pitch. They play four attackers against two defenders. The time, the attackers score by kicking the ball through the goal and then the other. The defenders will score 1 point for getting possession as they did previously.

2 How will your attacking tactics change or stay the same? 200 spread out to make the defenders. Now also attribute towards the goal and shoot if there is a clear shot.

3 How will your attacking tactics change or stay the same? 200 spread out to make the defenders. Now also attribute towards the goal to make it harder for the others to score. Rotate one every 2 minutes. In between rotations, make a decision on if they were successful. 100 or 200 each.

4 How to score to create 200 towards your goal and to give you time to make a decision about when to pass to or to shoot.





# Weekly Overview of Learning

Year Group: Year 3    Week beginning: 7th October 2024

<p>5. Use the useful words to complete these sentences.</p> <p>A _____ joint can open and close in one direction only.</p> <p>A _____ joint allows movement in all directions.</p> <p>A _____ joint only allows limited rotating movements.</p> <p>Useful words</p> <ul style="list-style-type: none"><li>• ball and socket</li><li>• hinge</li><li>• pivot</li></ul>		
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## Homework

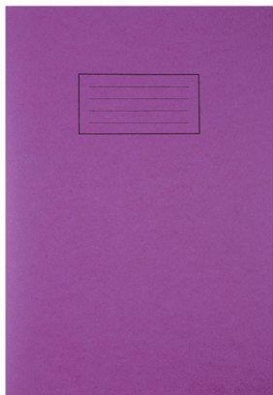
Homework is set on a **Thursday** and due back on a **Monday** online (google classroom or other platforms)

### Reading and spelling.

#### Reading

Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Tasks are due and will be changed every Monday.

Your teacher will check, mark and sign your work once a week.



#### Spellings



#### Dictation Sentences

1. The **group** decided to **continue** their bike ride.
2. My **tooth** started to ache when I started to **chew**.
3. I had a sense of **gloom** when I walked **through** the forest.
4. The **statue** was of a man holding a **flute**.

### Maths



Doodle Maths - Log on to your account at least three times this week.

We will be checking to see who has accessed their account the most!!

Work to reach your target - are you in the green zone yet?

#### Times Tables Rockstars:

Take part in the weekly Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

### Topic/Other foundation subjects including writing REMINDERS - trips/events/items to bring in

#### **All year groups**

Please remember to wear the correct full uniform. Children should be wearing a white shirt with the school tie, grey trousers and black school shoes. Jumpers and cardigans must be burgundy with the school logo. Girls wear simple stud earrings, no necklaces or big bows to be worn.



Please make sure your child has a glue stick and green pen for their pencil case at school - thank you. Please remember to write your child's name on all school clothes and resources so if they get lost we can return

# Weekly Overview of Learning



Year Group: Year 3    Week beginning: 7th October 2024

	<ul style="list-style-type: none"><li>5. The boy had a <b>bruise</b> on his knee.</li><li>6. The girl ate a bowl of <b>fruit</b> for dinner.</li></ul>		<p>them. Please remember to bring book bags everyday!</p> <p><b>Forthcoming Trips/events for this term:</b></p> <p><b>6th November - 2 classes going to Stonehenge</b> <b>19th November - 2 classes going to Stonehenge</b></p>
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