

Weekly Overview of Learning

Year Group: 3 Week beginning: 16.01.23

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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
Speaking and Listening Focus	<p>LI: We are learning to analyse evidence to find out about refugees.</p> <p>Talking and sharing ideas about refugees - group work Discussions - explore why they have certain thoughts or opinions and justify them. Know that others have different ideas and that these are valuable too.</p>	<p>LI: I am able to comprehend questions for a given research topic</p> <p>Talking and sharing ideas about refugees - carpet time Think pair and share</p>	<p>LI: I can identify features of a poster</p> <p>Talking and sharing ideas about posters - group work Think pair and share Presentation- Speak confidently to a group of peers so that they understand the message of what is being said. Choose the most important points Remain focused even when not involved directly</p>	<p>LI: I can create my own informative poster to other children including all the features</p> <p>Children are going to be in groups discussing what makes an effective poster and what they need to include in a poster. The poster will then be shared with other year groups in the school.</p>	<p>LI' We are editing and uplevelling our posters</p> <p>In pairs children will share their posters providing feedback on the comments and layout.</p>

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<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p><u>Key Vocabulary:</u> Refugees Hope Wisp Glossary Index Website Asylum seeker</p> <p><u>Key Questions:</u> What is a refugee? How do people become refugees? What is life like for a refugee? Are there any famous refugees? Why are they famous?</p>	<p><u>Key Vocabulary:</u> Refugees Hope Wisp Comprehension Inferring Questions</p> <p><u>Key Questions:</u> What is a refugee? How do people become refugees? What is life like for a refugee? Are there any famous refugees? Why are they famous?</p>	<p><u>Key Vocabulary:</u> Refugees Hope Wisp Headings sub-headings Title Information Facts</p> <p><u>Key Questions:</u> What should be included in a poster? What is a poster? Who is a poster for? What are the features of a poster?</p>	<p>Key vocabulary Facts Figures alliteration colourful eye catching images First person</p> <p>Key questions What is the purpose of your poster? Who is the poster for? What information are you going to include in your poster? What facts and figures are you going to include? What powerful vocabulary are you going to be using? What will your reader learn about after having read your poster?</p>	<p>Key vocabulary Facts Figures alliteration colourful eye catching images First person</p> <p>Key questions Does your poster show the key information about refugees? How do the images support the information provided? Which features were included and which need to be added? Do the pictures/images support your poster? Have you made the correct word choices?</p>
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<p>Activities</p>	<p>Each table is a different station. Table 1- print outs 2 pages Table 2- print outs 2 pages Table 3- Laptops Table 4- talking and sharing ideas Table 5- books Using each of these secondary resources, you and your partner need to complete the defining frame by finding out information about refugees.</p> <div data-bbox="224 853 504 1061" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p style="text-align: center;">Refugees</p> </div>	<p>Answer the questions below in your books in full sentences</p> <ol style="list-style-type: none"> 1.What is a refugee? 2.What is an asylum seeker? 3.Why do people become refugees? 4.How many people around the world are refugees? 5.Are there any famous refugees? Why are they famous? 6.What do you think life is like for a refugee? 7.Give a fact of your own you found from your research <p style="text-align: center; color: blue;">Tuesday 17th January 2023</p> <p style="text-align: center; color: blue;">LI: I am able to comprehend questions for a given research topic</p> <p style="text-align: center; color: blue;">Answer the questions below in your books in full sentences</p> <ol style="list-style-type: none"> 1. What is a refugee? 2. What is an asylum seeker? 3. why do people become refugees? 4. How many people around the world are refugees? 5. Are there any famous refugees? Why are they famous? 6. What do you think life is like for a refugee? 7. Give a fact of your own you found from your research 	<p>Children have different posters on each table and annotate each poster.</p> <p>What is good about the poster?</p> <p>Who is this poster for?</p> <p>What could be improved?</p> <p>How does it give information about refugees?</p> <p>Why are there some words in bold?</p> <div data-bbox="1086 646 1534 917" style="border: 1px solid black; padding: 5px;"> <p>Wednesday 18th January 2023 LI: I can identify features of a poster</p> <p>Children to have different posters on each table and annotate each poster</p> <p>Key questions:</p> <ul style="list-style-type: none"> What is good about the poster? What could be improved? Does it give information about refugees? What should be included in a poster? What is a poster? Who is a poster for? </div> 	<p>Children will be planning their posters to inform other children about refugees using a checklist for support.</p> <p>Things you NEED to include:</p> <ul style="list-style-type: none"> - Headings - Subheadings - Pictures - Capital letters and full stops <p style="text-align: center; color: blue;">Posters: A checklist</p> <div data-bbox="1568 718 1892 1181" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Informative posters need to have...</p> <ul style="list-style-type: none"> A catchy heading Key facts and important information Eye-catching images Writing in the present tense Writing in the third person <p>Informative leaflets might also have...</p> <ul style="list-style-type: none"> Subheadings Bullet points Your opinions.  </div> <div data-bbox="1556 1220 1892 1412" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Thursday 19th January 2023 LI: I can create an annotated poster</p> <p>Six questions:</p> <p>Yesterday you looked through refugee posters. What was features were there in the posters? What could have been improved on some of them?</p> <p>What should be included in a poster?</p> <p>What is a poster for?</p>  </div>	<p>Children will be editing their posters using the checklist and feedback provided by their partners.</p> <p>Children will compare and share their final versions with their partners and provide next steps.</p> <div data-bbox="1915 614 2206 813" style="border: 1px solid black; padding: 5px; margin-top: 20px;">  </div>
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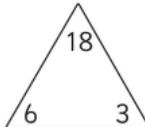
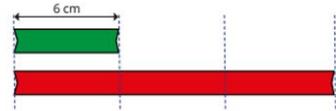
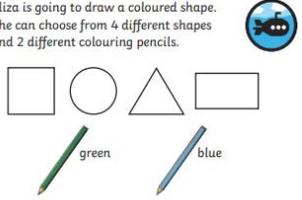
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p>16.01.23</p> <p>LI: we are learning to divide a 2-digit number by a 1-digit number (with exchange) (3MD-1)</p>	<p>17.01.23</p> <p>LI: We are recapping our learning of multiplication and division. (3MD-1)</p>	<p>18.01.23</p> <p>LI: We are learning what scaling and comparing differences in scales. (3NPV-1)</p>	<p>19.01.23</p> <p>LI: We are learning how many ways we can create different combinations.</p>	<p>20.01.23</p> <p>LI: We are applying our knowledge and skills learnt in the unit</p>
Key vocabulary and key questions	<p>Key Vocabulary: Divide Division Equal groups Sharing Represent Exchange Remainer</p> <p>Key Questions: Do you need to exchange any tens for ones? Is there a remainder? How can place value counters help you divide by ? How do you know divided by will have a remainder? Can a remainder ever be greater than the number you are dividing by?</p>	<p>Key Vocabulary: Divide Division Equal groups Sharing Represent Exchange Remainer</p> <p>Multiply Multiplication Column Method Partitioning</p> <p>Key Questions: Do you need to exchange any tens for ones? Is there a remainder? How can place value counters help you divide by ? How do you know divided by will have a remainder? Can a remainder ever be greater than the number you are dividing by? How can you partition a 2-digit number into tens and ones? What is the product of the tens and the single digit? What is the product of the ones</p>	<p>Key Vocabulary: Scaling Greater Smaller _ times Increase Decrease Compare</p> <p>Key Questions: What number is 10 times the size of ? What number is times the size of? What length is times as long as ? What time is times as long as? Which is the larger object? How many times larger is it? How can you show the problem as a bar model?</p>	<p>Key Vocabulary: Combinations Order Possibilities</p> <p>Key Questions: How can you show the possibilities in a table? In what order should you list the possibilities? Starting with , how many combinations can you make? How do you know you have found all the ways? How many combinations are there if you have and ?</p>	<p>Key vocabulary From the week and within the unit.</p> <p>Key questions Which strategies will you use to solve the problems. How will show your working out? How will you use your tables to help you? Where will you use partitioning? How will you use the vocabulary to support your thinking?</p>

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		<p>and the single digit? What do you need to do to find the final answer? What do you do if you have ten or more ones?</p>																							
<p>Activities</p> <p>Today children continue to divide a 2-digit number by a 1-digit number. They apply their knowledge from the previous small steps and also make links between division and repeated subtraction, building on earlier learning. Children look at calculations that may involve exchanging between the tens and ones, and that have a remainder. This will be the first time children have encountered remainders, so they will need to be explicitly taught the notation, for example $43 \div 3 = 14$ remainder 1 or 14 r1 Practical equipment, such as lolly sticks and place value counters, can be used to support children's understanding.</p> <p>1. Complete this question on your sheet Draw a representation of the calculation.</p> <p>$44 \div 5 = \text{_____} \text{ r } \text{_____}$</p> <p>2. Complete this question on your sheet Use the representation to calculate.</p>  <p>$26 \div 6 = \text{_____} \text{ r } \text{_____}$</p>	<p>Today children will be revisiting and recapping all their learning based upon multiplication and division focussing on the link between them.</p> <p>All learning done during this lesson should not be new. The children should be adding to their prior learning.</p> <p>1. Complete this question on your sheet</p>  <p><input type="text"/> \times <input type="text"/> = <input type="text"/></p> <p><input type="text"/> \times <input type="text"/> = <input type="text"/></p> <p><input type="text"/> \div <input type="text"/> = <input type="text"/></p> <p><input type="text"/> \div <input type="text"/> = <input type="text"/></p>	<p>Today children will be developing their understanding of multiplication by focusing on scaling as opposed to repeated addition. Building on concepts such as "3 times as many", children use language such as "3 times the size of" when comparing, for example, lengths. It is important that children see this type of multiplication as well as repeated addition, as it will help them in their later study of ratio and scales. They can relate this to their knowledge of place value and understanding that the value of the column directly to the left of another is 10 times the value. Bar models can be useful to represent the concept. String can be used to illustrate the idea of, for example, "twice as long as" and be related to a bar model representation.</p> <p>The green ribbon is 6 cm long. The red ribbon is 3 times as long as the green ribbon.</p>  <p>How long is the red ribbon? Complete the number sentence. $6 \text{ cm} \times \text{_____} = \text{_____} \text{ cm}$</p>	<p>Today children start by systematically listing all the possible combinations resulting from combining two groups of objects. For example, if there are three buckets and four spades, children can explore how many different combinations of bucket and spade they can make. The use of practical equipment to model a question can support children's understanding. Drawing a table helps children to take a systematic approach to ensure that they have found all the possible combinations. By the end of this step, children should be able to use multiplication to calculate the total number of possibilities, as a more efficient strategy than listing them all.</p> <p>Eliza is going to draw a coloured shape. She can choose from 4 different shapes and 2 different colouring pencils.</p>  <p>a) How many possible coloured shapes could she draw? Draw them below.</p> <p>b) Copy and complete the tables to show all the possible coloured shapes she could draw.</p> <table border="1" data-bbox="1400 1260 1691 1316"> <tr> <td>Shape</td> <td>square</td> <td>circle</td> <td></td> <td></td> </tr> <tr> <td>Colour</td> <td>blue</td> <td>blue</td> <td>blue</td> <td>blue</td> </tr> </table> <table border="1" data-bbox="1400 1332 1691 1396"> <tr> <td>Shape</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Colour</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Shape	square	circle			Colour	blue	blue	blue	blue	Shape					Colour					<p>Children complete their multiplication and division End of strand assessment.</p> <p>Multiplication and Division End-of-Strand Assessment</p>	
Shape	square	circle																							
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

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Music - Sing Up	RE - Widening Horizons	PE - Get Set 4 PE										
<p>In the unit <i>Latin dance</i>, pupils will explore salsa rhythms by learning to dance salsa, play a clave rhythm, sing the song, and play a percussion part. They will also compose rhythm patterns to incorporate into their whole-class performance.</p> <ul style="list-style-type: none"> • <u>Lesson 1</u>: Feel the rhythm. • <u>Lesson 2</u>: Learn to play the chords A minor and F major. • <u>Lesson 3</u>: Progression snapshot. Make a video recording of children singing. • <u>Lesson 4</u>: Practise the song and learn about Cuban music. • <u>Lesson 5</u>: Compose a rhythm pattern. • <u>Lesson 6</u>: Putting it all together. 	<p>LI: To recap facts about Judaism and Jewish beliefs.</p> <p>The children will begin by naming symbols and defining key words like Torah, Rabbi and Synagogue. The children will then build on prior knowledge from Years 1 and 2 by learning further detailed information.</p>	<p>Unit: <u>Gymnastics</u></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Lesson 3: To develop the straight, barrel, and forward roll.</p>										
DT/Art - Kapow	Spanish - Language Angels	PSHE - Jigsaw										
<p>Prehistoric Painting</p> <ul style="list-style-type: none"> • Explain approximately how many years ago prehistoric art was produced. • Use simple shapes to build initial sketches. Create a large scale copy of a small sketch. • Use charcoal to recreate the style of cave artists. • Demonstrate good understanding of colour mixing with natural pigments. • Discuss the differences between prehistoric and modern paint. • Successfully make positive and negative handprints in a range of colours. Apply their knowledge of colour mixing to make natural colours. <table border="1" data-bbox="123 1236 750 1372"> <thead> <tr> <th data-bbox="123 1236 257 1284">Lesson 1: Exploring prehistoric art</th> <th data-bbox="257 1236 380 1284">Lesson 2: Charcoal animals</th> <th data-bbox="380 1236 504 1284">Lesson 3: Prehistoric palette</th> <th data-bbox="504 1236 627 1284">Lesson 4: Painting on the cave wall</th> <th data-bbox="627 1236 750 1284">Lesson 5: Hands on a cave wall</th> </tr> </thead> <tbody> <tr> <td data-bbox="123 1284 257 1372">To apply understanding of prehistoric man made art</td> <td data-bbox="257 1284 380 1372">To understand scale to enlarge drawings in a different medium</td> <td data-bbox="380 1284 504 1372">To explore how natural products produce pigments to make different colours</td> <td data-bbox="504 1284 627 1372">To select and apply a range of painting techniques</td> <td data-bbox="627 1284 750 1372">To apply painting skills when creating a collaborative artwork</td> </tr> </tbody> </table>	Lesson 1: Exploring prehistoric art	Lesson 2: Charcoal animals	Lesson 3: Prehistoric palette	Lesson 4: Painting on the cave wall	Lesson 5: Hands on a cave wall	To apply understanding of prehistoric man made art	To understand scale to enlarge drawings in a different medium	To explore how natural products produce pigments to make different colours	To select and apply a range of painting techniques	To apply painting skills when creating a collaborative artwork	<p>Unit: <u>To say what instrument you play in Spanish.</u></p> <p>Recognise, recall and spell up to ten instruments in Spanish with the correct definite article/determiner.</p> <p>Start to understand articles/determiners better in Spanish. Learn to say and write 'I play an instrument' in Spanish using the high frequency 1st person regular verb 'toco' (I play) with up to ten different instruments.</p> <p>Activities we will complete:</p> <p>A number of activities with speaking, reading, listening and written tasks to help learn and retain the new vocabulary including word puzzles, word searches, crosswords to help the final task of recalling from memory in oral and written form toco plus the partitive article/determiner and an instrument.</p> 	<p>Dreams and Goals Unit</p> <p>Lesson 3: Enjoy facing new learning challenges and working out the best ways for me to achieve them.</p> <p>The task involves:</p> <ul style="list-style-type: none"> • Working as a team • Choosing who the garden is for • Designing the garden and making a poster showing the design • Plan an 'opening event' for the garden opening <p>At the end of the task each group will present their garden design to the class, explaining their ideas. The best design group will present their idea to Mrs Norton.</p> <p>Your teacher will put you in teams of 5/6</p> <p>Next complete the garden planning template (1 per table)</p>
Lesson 1: Exploring prehistoric art	Lesson 2: Charcoal animals	Lesson 3: Prehistoric palette	Lesson 4: Painting on the cave wall	Lesson 5: Hands on a cave wall								
To apply understanding of prehistoric man made art	To understand scale to enlarge drawings in a different medium	To explore how natural products produce pigments to make different colours	To select and apply a range of painting techniques	To apply painting skills when creating a collaborative artwork								

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		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="padding: 5px;">Who is this garden for?</td> </tr> <tr> <td style="width: 50%; height: 40px;"></td> <td style="width: 50%; height: 40px;"></td> </tr> <tr> <td style="padding: 2px;">Name of team member and their role</td> <td style="padding: 2px;">Name of team member and their role</td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> <tr> <td style="padding: 2px;">Name of team member and their role</td> <td style="padding: 2px;">Name of team member and their role</td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table>	Who is this garden for?				Name of team member and their role	Name of team member and their role			Name of team member and their role	Name of team member and their role		
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Science - Wellington Curriculum	Topic (History) - Wellington Curriculum	Computing - Barefoot and Teach Computing
<p style="text-align: center;"><u>Light</u></p> <p>In this unit we will explore light, reflections and shadows. They will learn about different sources of light, and that we need light to see. The children will work scientifically and collaboratively to investigate reflective materials, in the context of designing a new book bag. They will develop their scientific enquiry skills, making observations, predictions and conclusions</p> <ul style="list-style-type: none"> Lesson 1: Creating a defining frame based upon prior knowledge of lights and shadows. Lesson 2: Experimenting whether objects reflect light or create it. Lesson 3: Recognising that light from the sun can be dangerous, learning how to keep ourselves safe. Lesson 4: Investigating shadows and what they are. Lesson 5: Delving into the science behind how mirrors work. Lesson 6: End of topic consolidation. 	<p style="text-align: center;"><u>Romans</u></p> <p>In this unit about the Romans, children will learn about the spread of the Roman Empire. They will learn how Britain changed after the invasion and conquest by the Roman army in AD 43 and about the impact on daily life. Children will learn about the Roman legacy and will explore key historical terms such as 'empire', 'invasion' and 'conquest'.</p> <ul style="list-style-type: none"> Lesson 1: Prior knowledge - what do you already know about the Romans? Lesson 2: Exploring the timeline and sequencing the Roman invasion. Lesson 3: Roman soldiers. Lesson 4: Roman homes, comparing these structures to the ones in present day Britain. Lesson 5: A day in the life of a Roman civilian. Lesson 6: Retelling of Roman's workshop. 	<p>This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><u>Lesson 1 Introduction to Scratch</u></p> <p><u>Lesson 2 Programming sprites</u></p> <p><u>Lesson 3 Sequences</u></p> <p><u>Lesson 4 Ordering commands</u></p> <p><u>Lesson 5 Looking good</u></p> <p><u>Lesson 6 Making an instrument</u></p> </div>

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Homework is set on a Thursday or uploaded to Google Classroom. Where applicable, it should be returned by the following Monday.

Reading/Spelling and Grammar	Maths	REMINDERS - trips/events/items to bring in
<p>Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.</p> <p>Your teacher will check and sign your work once a week.</p> <p>Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.</p>	<p><u>Spelling and dictation</u> - Remember to try and use these words in sentences to show that you understand their meanings.</p> <p><u>KS2</u> - In year 3 the children have individualised spellings which are tested upon each week on an allocated day.</p> <p><u>Doodle English and Doodle Spell</u> - log in to your account at least 3 times this week.</p>	<p><u>Doodle Maths</u> - Log on to your account at least three times this week.</p>  <p>We will be checking to see who has accessed their account the most!!</p> <p>Work to reach your target - are you in the green zone yet?</p> <p><u>Times Tables Rockstars:</u> Take part in the weekly Year 3 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!</p>