

Weekly Overview of Learning

Year Group: 3 Week beginning: 23.01.23

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English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	LI: We are making predictions based upon the features of the text.	.LI: We are learning to retrieve key information from the text.	LI: We are learning to explore the cause and effect of a character's actions	LI: We are learning to investigate a main character (Lila) using 'roll on the wall'.	LI: We are learning to write a character description using powerful vocabulary.
Speaking and Listening Focus	Think pair and share. We are talking and sharing ideas and picking clues from the front cover and blurb	We are learning to gain, maintain and monitor the interest of the listener by discussing new vocabulary through think, pair and share.	We are collaboratively generating ideas on a character's inner (and possibly conflicting) thoughts and using our debating skills to argue reasons for and against Lila's choices	We will assess how children are listening and to their peers' ideas through think, pair and share.	We will assess how children are listening and to their peers' ideas through think, pair and share.

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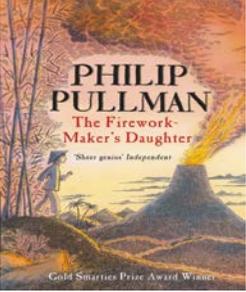
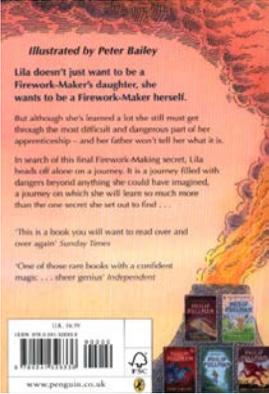
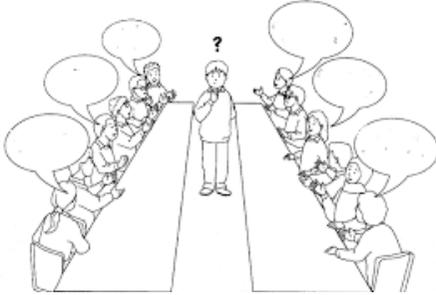
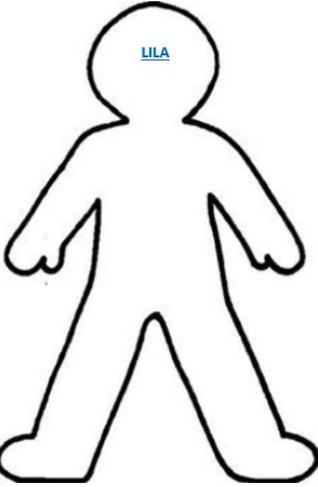
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<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p><u>Key Vocabulary:</u> prediction inference guess text front cover blurb</p> <p><u>Key Questions:</u> How does the front cover help the reader to predict what the book could be about? What does it mean to predict? What does it mean to infer? How can the illustration help to predict? Who is the main character? What could the story be about? <i>Why do you think that?</i> Where is the setting? <i>How do you know?</i> How does the title link to the image? <i>Why do you think this?</i></p>	<p><u>Key Vocabulary:</u> Recall Retrieve Lila Lalchand Chulak</p> <p><u>Key Questions:</u> What has happened in Chapter 1? Who are the main characters? Where is the book set? How do you know? What do you think will happen next? What words does the author use that give you that impression? What does Lalchand want for his daughter when she grows up? In your opinion, is this fair? Why do you think this? Is Lila a determined character? How do you know? Do you think Lila is scared of pirates? Explain your answer.</p>	<p><u>Key Vocabulary:</u> Conscious alley Lila Character feelings Debate For and against Persuade</p> <p><u>Key Questions:</u> What decision does Lila have to make? What does her dad want her to do? How does she feel about this? What do you think she wants to do; become a firemaker or get married? Why? How has the author shown how Lila is feeling? What evidence can you use to support your view? If you were the main character, how would you have reacted to this? What argument is more persuasive? Why?</p>	<p><u>Key Vocabulary:</u> Lila Lalchand Chulak Personality Childhood Quest Appearance Actions Inference</p> <p><u>Key Questions:</u> What have we learnt about The Firework Maker's Daughter so far? How would you describe her appearance? How has the author used description to show how this character is feeling? What is her relationship like with her father? Can you explain why Lila left home? What type of character is she for her to make such a big decision? If you were the main character, how would you have reacted the same way? Why or why not?</p>	<p><u>Key Vocabulary:</u> Lila Lalchand Chulak Personality Childhood Quest Appearance Actions Inference</p> <p><u>Key Questions:</u> What do we already know about Lila? Can you think of 5 adjectives to describe Lila's personality and appearance? Can you think of another story character similar to a character in this book? How are they similar and how are they different?</p>
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Activities					
<p>Activities</p>	<p>Children will be introduced to the book for the first time. They will analyse the front cover and blurb to help support their thinking and write a prediction.</p> <p>We will also read chapter 1 and meet the characters and discuss if our predictions have changed</p>  	<p>Children are going to answer questions in full sentences based on chapters 1 and 2. They will be using their comprehension skills to understand the text in more depth and make inferences about the main characters.</p> <p>For example:</p> <p>Is Lila a determined character? What makes you think this?</p> <p>They will also look at unfamiliar words from the text and complete a vocabulary task</p>  <p>Children will then write their thoughts in a thought bubble, as Lila on what she should do based on the advice given.</p>	<p>Children will read Chapter 1 and think about Lila's predicament. She has a big decision to make - should she go off and become a Firework-Maker or should she follow her father's command and stay home to get a husband? Children will think of reasons for both sides of the argument and create a conscience alley.</p> 	<p>Children will complete a 'roll on the wall'. They will identify her personality and characteristics inside of the template and describe what she looks like around the outside of the template. Children will have the opportunity to make inferences about Lila as a character and</p> 	<p>Children will write a character description about Lila, using 'roll on the wall' from the previous day and what we know about her already. They will need to think about the physical features - what does she look like? and her personality - what type of person she is?</p>

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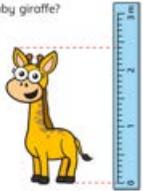
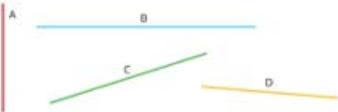
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	23.01.23 LI: We are learning to measure lengths in centimetres and metres.	24.01.23 LI: We are learning how to measure lengths in millimetres.	25.01.23 LI: We are learning to measure lengths in centimetres and millimetres.	26.01.23 LI: We are combining and comparing measurements in mm, cm and m.	27.01.23 LI: We are exploring the different lengths of items around our school. (practical lesson)
Key vocabulary and key questions	<p>Key Vocabulary: Measure Centimetres (cm) Metres (m) Length Ruler 0 Start End Appropriate method</p> <p>Key Questions: Where should you start measuring from on your ruler? What is the length of ____ in centimetres? What is the length of ____ in metres? What is the length of ____ in metres and centimetres? Would you measure the length of the classroom in centimetres or metres? Why? What equipment would you use to measure the length of ____?</p>	<p>Key Vocabulary: Measure Centimetres (cm) Millimetres (mm) Length Ruler 0 Start End Appropriate method</p> <p>Key Questions: Why is it important to start measuring from zero on your ruler? How many intervals are there between 0 and 1 cm? So how many millimetres are there in 1 cm? Where is the 5 mm mark on your ruler? What is the same and what is different about measuring a length in centimetres and measuring a length in millimetres? What is the length of ____ in millimetres? Would you measure the height of the door in millimetres?</p>	<p>Key Vocabulary: Measure Centimetres (cm) Millimetres (mm) Length Ruler 0 Start End Appropriate method Conversion Greater / Smaller</p> <p>Key Questions: Which is greater in length, 1 mm or 1 cm? What are the main things to remember in order to measure accurately using a ruler? Is the ____ an exact number of centimetres long? How many millimetres past the last centimetre interval does the ____ reach? How do you write a length that is not an exact number of centimetres? How does the 5 mm interval help you to measure the length?</p>	<p>Key Vocabulary: Measure Centimetres (cm) Millimetres (mm) Metres (m) Length Ruler Metre Stick 0 Start End Appropriate method</p> <p>Key Questions: How many millimetres are there in a centimetre? How many centimetres are there in a metre? Which is longer, 1 m or 1 cm? Which is shorter, 1 cm or 1 mm? Which is longer, 3 m or 60 cm? Which is shorter, 4 cm or 20 mm? What unit would you use to measure the length of ?</p>	<p>Key Vocabulary: Measure Centimetres (cm) Millimetres (mm) Metres (m) Length Ruler Metre Stick 0 Start End Appropriate method</p> <p>Key Questions: What is the most appropriate method to measure ____? What are the main things to remember in order to measure accurately using a ruler/metre stick? What is the exact measurement?</p>

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Activities	<p>Prior learning taught the children to use either metres or centimetres to measure the length of objects. Today's learning will revise these skills, initially using a ruler to measure objects in centimetres. They then combine both units of measurement, such as 1 m and 20 cm, for example by measuring the lengths of desks or the heights of children in the class</p> <p>1. Complete this question on your sheet How tall is the baby giraffe?</p>  <p>The baby giraffe is <input type="text"/> m and <input type="text"/> cm tall.</p> <p>2. Complete this question on your sheet Tick the most sensible estimate for the height of a classroom door.</p> <p><input type="checkbox"/> 20 cm <input type="checkbox"/> 2 m <input type="checkbox"/> 20 m</p> <p>3. Complete this question on your sheet Use a ruler to measure the lines.</p> 	<p>Today the learning builds on children's understanding from the previous step by introducing millimetres as another unit of measurement. Children need to understand that 1 mm is smaller than 1 cm and that millimetres can be used to measure lengths that are not an exact number of centimetres. They will explore a ruler with millimetre markings to see that there are 10 mm in 1 cm. However, at this stage children are not required to formally convert between centimetres and millimetres.</p> <p>1. Complete this question on your sheet Tiny is measuring the length of the line.</p>  <p>a) What mistake has Tiny made? _____</p> <p>b) What is the correct length of the line? <input type="text"/> mm</p> <p>2. Complete this question on your sheet Use a ruler to draw lines of these lengths.</p> <p>a) 45 mm <input type="text"/></p> <p>b) 39 mm <input type="text"/></p>	<p>Today's learning will combine learning from the previous steps to measure objects in centimetres and millimetres. Measurements will be recorded in the form "4 cm and 3 mm", and encourage children to record their measurements as centimetres and millimetres. The children will be shown that a ruler has a centimetre scale on the top and a millimetre scale on the bottom to allow them to see the relationship between centimetres and millimetres. The children will be measuring lengths as well as practising drawing lengths accurately.</p> <p>1. Complete this question on your sheet Use a ruler to draw lines of these lengths.</p> <p>a) 5 cm and 7 mm <input type="text"/></p> <p>b) 9 cm and 1 mm <input type="text"/></p> <p>c) 2 cm and 3 mm <input type="text"/></p>	<p>In today's lesson children will compare and consider the appropriateness of different units of measurement. Children need to understand that metres are used to measure longer distances and these units can be converted into centimetres or millimetres. We will be encouraging discussion about why it is important to choose the appropriate unit and/or measuring equipment before measuring an object or length.</p> <p>1. Complete this question on your sheet Complete the sentences.</p> <p>a) There are <input type="text"/> millimetres in 1 centimetre. b) There are 100 centimetres in <input type="text"/> metres. c) 10 millimetres is equal to <input type="text"/> centimetre. d) <input type="text"/> centimetres is equal to 1 metre.</p> <p>2. Complete this question on your sheet The children are measuring the height of a door.</p>  <p>Who is using the most appropriate method? Explain why.</p>	<p>Today's learning will be practical to allow all children a practical and physical experience of using different measuring apparatus.</p> <table border="1" data-bbox="1809 518 2078 938"> <thead> <tr> <th>Object</th> <th>Measurement</th> <th>MM/CM/M</th> </tr> </thead> <tbody> <tr><td>Child</td><td></td><td></td></tr> <tr><td>Maths Book</td><td></td><td></td></tr> <tr><td>Chromebook</td><td></td><td></td></tr> <tr><td>Table</td><td></td><td></td></tr> <tr><td>Pencil</td><td></td><td></td></tr> <tr><td>Green Pen</td><td></td><td></td></tr> <tr><td>Class door</td><td></td><td></td></tr> <tr><td>Height of Chair</td><td></td><td></td></tr> <tr><td>Water Bottle</td><td></td><td></td></tr> <tr><td>Lunch Box</td><td></td><td></td></tr> </tbody> </table>	Object	Measurement	MM/CM/M	Child			Maths Book			Chromebook			Table			Pencil			Green Pen			Class door			Height of Chair			Water Bottle			Lunch Box		
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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"> Lesson 3: Progression snapshot. Make a video recording of children singing. <p>Using prior knowledge the children will be collating all their beautiful voices into a video for different parts of the song.</p>	<p>LI: We are learning to recall facts about Jerusalem and the Western Wall.</p> <p>Children recall information from this lesson and write facts they have learnt. They will include key vocabulary from the lesson.</p> 	<p>Unit: Gymnastics</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> <p>In this lesson children will learn and practise the key skills in carrying out different types of rolls.</p> <p>For example for the forward roll they will - Push up and forward from the feet. Roll like a ball onto the shoulders and upper back. Continue on the feet.</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 1337 748 1474"> <thead> <tr> <th>Lesson 1: Exploring prehistoric art</th> <th>Lesson 2: Charcoal animals</th> <th>Lesson 3: Prehistoric palette</th> <th>Lesson 4: Painting on the cave wall</th> <th>Lesson 5: Hands on a cave wall</th> </tr> </thead> <tbody> <tr> <td>To apply understanding of prehistoric man made art</td> <td>To understand scale to enlarge drawings in a different medium</td> <td>To explore how natural products produce pigments to make different colours</td> <td>To select and apply a range of painting techniques</td> <td>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: To say what instrument you play in Spanish.</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.</p> <p>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>This week the children are learning how to write each of their new instruments in Spanish. The children learnt 12 instruments over the last two weeks, the next step is consolidating their learning and writing them in Spanish.</p> 	<p>Dreams and Goals Unit</p> <p>Lesson 3 and 4: 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>
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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><u>LI: We are investigating how light is reflected and how shadows are formed.</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.</p> <p>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"> This week we are delving into shadows, what they are and how they are made. 	<p style="text-align: center;"><u>Romans</u></p> <p><u>LI: We are learning about the significance of Roman soldiers and their role in overturning English rulers.</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"> This week the children are learning about the significance of Roman soldiers and their role in overturning the English rulers. 	<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> <ul style="list-style-type: none"> <u>Lesson 1 Introduction to Scratch</u> <u>Lesson 2 Programming sprites</u> <u>Lesson 3 Sequences</u> <u>Lesson 4 Ordering commands</u> <u>Lesson 5 Looking good</u> <u>Lesson 6 Making an instrument</u>

Homework

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

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<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>	<p>Please remember to bring in your purple and reading books everyday to school.</p>
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