

Weekly Overview of Learning

Year Group: 3 Week beginning: 06.03.23

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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<p>LI: We are creating a newspaper article on a topic of our interest.</p>	<p>LI: We are learning to make simple predictions of what life could have been like before the volcano erupted.</p>	<p>LI: We are learning to explore and analyse the text and its characters</p>	<p>LI: To create a storyboard showing the sequence of events, with captions as the events unfold. (practical)</p>	<p>LI: To create a storyboard showing the sequence of events, with captions as the events unfold.</p>
Speaking and Listening Focus	<p>Through think, pair share the children will listen to each other's ideas and share these with the class.</p> <p>Independent learning.</p>	<p>Through think, pair share the children will listen to each other's ideas and share these with the class.</p> <p>Collaborative learning.</p> 	<p>Through think, pair share the children will listen to each other's ideas and share these with the class.</p> <p>Collaborative learning.</p> 	<p>Through think, pair share the children will listen to each other's ideas and share these with the class.</p> <p>Collaborative learning.</p> 	<p>Through think, pair share the children will listen to each other's ideas and share these with the class.</p> <p>Collaborative learning.</p> 

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<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p>Key Vocabulary: Catchy Headline Subheadings Chronology Paragraphs (what, where, when, who, why) Rhetorical Questions Pictures with captions Direct Speech Formal Language Third Person Past Tense</p> <p>Key Questions: What is a news article? What does a new article include? What are the key features of a news article?</p>	<p>Key Vocabulary: Predict Inference front cover Blurb Escape from Pompeii Volcanoes Eruption</p> <p>Key Questions: What do you think the book is about? What does the title mean? Who is the author? Who do you think are the main characters? What is happening in the background? What do the images mean?</p>	<p>Key Vocabulary: Setting characters Escape from Pompeii Volcanoes Eruption Tranio Dion Inference</p> <p><i>Glimmer</i> <i>Haggle</i> <i>Looming</i> <i>Frantically</i> <i>Harbour</i></p> <p>Key Questions: Where is it set? What does setting mean? What part of the text tells us this information? Who are the main characters? Are there any more characters in the story?</p>	<p>Key Vocabulary: Storyboard Sequence Chronological Captions Events Images Characters Setting</p> <p><i>Tranio / Livia</i> <i>Mount Vesuvius</i> <i>Pompeii</i> <i>Theatre</i> <i>Escape</i> <i>Eruption</i></p> <p>Key Questions: What is a storyboard? What is the purpose of a storyboard? How is a storyboard structured? What do you include in a storyboard?</p> <p>What are the key events from the story? How did you choose these images? Why are they significant?</p>	<p>Key Vocabulary: Storyboard Sequence Chronological Captions Events Images Characters Setting</p> <p><i>Tranio / Livia</i> <i>Mount Vesuvius</i> <i>Pompeii</i> <i>Theatre</i> <i>Escape</i> <i>Eruption</i></p> <p>Key Questions: What is a storyboard? What is the purpose of a storyboard? How is a storyboard structured? What do you include in a storyboard?</p> <p>What are the key events from the story? How did you choose these images? Why are they significant?</p>
<p>Activities</p>	<p>All children create their newspaper article of their choice. This is a cold task where it is done independently.</p>	<p>All children can predict what the book will be about using the defining frame. Children will have the books to infer from the front cover and blurb.</p> 	<p>Children complete the worksheet in their books, comprehending from the book. Children will also need to define these words using a dictionary:</p> <p><i>Glimmer</i> <i>Haggle</i> <i>Looming</i> <i>Frantically</i> <i>Harbour</i></p>	<p>Today's learning is focusing on understanding the sequencing of our new class text through partner work. The children will be tasked with creating a sugar paper sequencing map for key images from the book, accompanying captions to explain what is happening.</p>	<p>Today's learning is a continuation of looking at the sequencing and chronology of our new text independently.</p> <p>The children will be writing what happened during the key parts of the book, focusing on movement verbs and exciting sentence openers.</p> <p>Children of all abilities will have</p>

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	<p>The Washington Post</p> <p>BASEBALL'S BACK: A preview of the Nationals and the rest. Sports</p> <p>Transitioning through the Law the State</p> <p>Romney bolsters his case to GOP with triple win</p> <p>WASHINGTON, D.C. (AP) — Mitt Romney's victory in the Iowa caucuses on Tuesday gave him a significant lead in the race for the Republican nomination for president.</p>		<p>Wednesday 8th February 2023</p> <p>LI: To explore and analyse the text and its characters</p> <p>Please answer the questions below in full sentences in your books.</p> <ol style="list-style-type: none"> 1. Where is the book set? 2. What was Pompeii's greatest protector looming in the distance? 3. Who was Tranio's parent? 4. Before Tranio was born what happened in Pompeii? 5. Who is Livia? 6. Why did Tranio's father froze to the spot? 7. Why was the air uncomfortably hot? 8. What happens at the end of the story? <p>What do these words mean, please write the word and the definition in your book?</p> <p>Glimmer Haggle Looming Frantically Harbour</p>		<p>some form of scaffold to support their work.</p> <table border="1"> <tr> <td>Answer</td> <td>Answer</td> <td>Answer</td> </tr> </table>	Answer																	
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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Topaz TEXT – The Puffin Keeper Author – Michael Morpurgo</p>	<p>Sapphire Text - James and the Giant Peach Author – Roald Dahl</p>	<p>Turquoise Text – The boy who grew dragons Author - Andy Shepherd</p>	<p>Lapis Text – The boy who grew dragons Author - Andy Shepherd</p>
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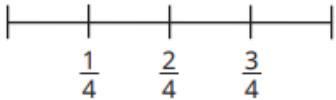
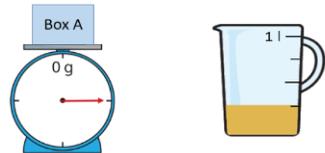
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to understand when the numerator is equal to the denominator the fraction is equivalent to 1 whole.</u></p>	<p><u>LI: We are learning to compare and order non-unit fractions with the same denominator.</u></p>	<p><u>LI: We are applying our understanding of numerators and denominators to interpret measurements on varied scales.</u></p>	<p><u>LI: To explore how fractions can be represented on a number line.</u></p>	<p><u>LI: To apply our prior knowledge when counting in fractions on a number line.</u></p>
<p>Key vocabulary and key questions</p>	<p>Key Vocabulary: whole fractions equal parts denominator numerator</p> <p>Key Questions: Is the whole split into equal parts? How many equal parts has the whole been split into? What fraction is shaded? How many more parts do you need to shade to make 1 whole? What do you notice about the two numerators? What do you notice about the numerator and the denominator when the whole is shaded?</p>	<p>Key Vocabulary: whole fractions equal parts denominator numerator greater than less than equal to unit fractions</p> <p>Key Questions: Are the numerators the same? Are the denominators the same? If the denominators are the same, how can you compare the fractions? Which fraction is greater? How do you know? Which fraction is smaller? How do you know? What patterns did you spot when you ordered the fractions?</p>	<p>Key Vocabulary: Comparison Split Fraction Shaded Equal Part Denominator Numerator Model Scale Greater Smaller</p> <p>Key Questions: Where does the scale start/end? How many equal parts are there? What is the denominator of the fraction? How far along the scale is the arrow/water? What is the numerator of the fraction? What are you measuring?</p>	<p>Key Vocabulary: Comparison Split Fraction Shaded Equal Part Denominator Numerator Model Identify Capacity Scale Intervals Measurement Unit fraction Greater Smaller</p> <p>Key Questions: What is an interval? Are all the intervals equal? How do you count the number of intervals? Why can you not just count the markers on the number line? What is the same and what is</p>	<p>Key Vocabulary: Comparison Split Fraction Shaded Equal Part Denominator Numerator Model Identify Capacity Scale Intervals Measurement Unit fraction Greater Smaller Forwards Backwards</p> <p>Key Questions: What fraction comes next in the count? How do you know? What fraction comes before ? How do you know? What do you notice about the start of each number line? What do you notice about the end of each number line?</p>

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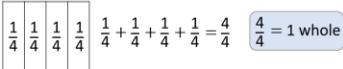
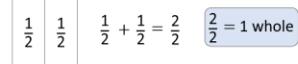
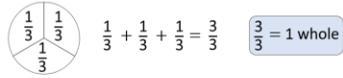
			<p>What unit is it measured in? Does the height of the container/scale matter?</p> 	<p>different about the number lines? What fraction of the whole number line is each interval worth? When marking intervals on a number line, where is a helpful place to start?</p>	<p>What is the denominator going to be? How do you know? Which fraction is easiest/hardest to estimate? Why?</p> <p>Children will be collating their prior knowledge on identifying intervals and equal parts and apply it to counting in fractions on a number line.</p> <p><u>Activity:</u> Practical activity and stem sentence work.</p> 
<p>Activities</p>	<p>Children will explore the whole in relation to fractions. They will use diagrams and other representations to develop their understanding that when the numerator of a fraction is equal to its denominator, then the fraction is equivalent to 1 whole.</p> <p>Once this understanding is secure, children move on to "making the whole". Children start by using diagrams to identify how many equal parts a shape has been split into and how many are shaded, before thinking about how many</p>	<p>Children will use their prior knowledge of comparing and ordering unit fractions from last week's lesson. As they start to compare and order non-unit fractions the focus is on comparing and ordering fractions with the same denominator.</p> <p>Bar models and other representations, such as strips of paper, will be used to support children's understanding of fractions. They should recognise that if the denominator is the same, then the greater the numerator, the greater the</p>	<p>Children will be learning how to identify intervals and equal parts on scales to determine the measurement and interpret the fraction.</p> <p><u>Activity:</u> Worksheet to be completed.</p>	<p>Children are learning how to identify equal parts and fractions on number lines and to establish the equivalent fraction.</p> <p><u>Activity:</u> Practical activity to solidify understanding of intervals, equal parts and determining the fraction.</p> 	

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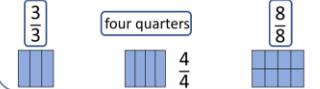
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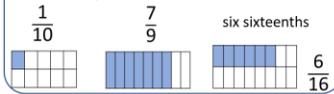
more parts need shading to make the whole.



When the **numerator** and the **denominator** are the same, the fraction is **equal to one whole**.

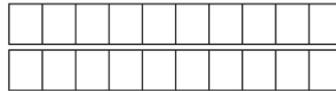
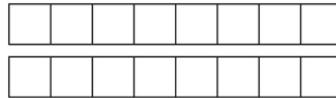


When the **numerator** is less than the **denominator**, the fraction is **less than one whole**.



fraction or the smaller the numerator, the smaller the fraction. Children will be asked to use stem sentences in bold when answering a question.

Children will be encouraged to make links between the two types of comparing and ordering they have explored so far: unit fractions with different denominators, and non-unit fractions with the same denominator.

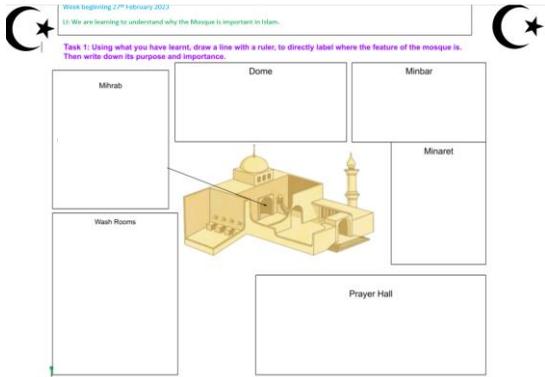
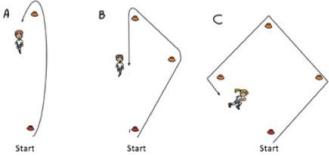


Please continue logging into Doodle Maths and Times-table Rockstars regularly!

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Music - Sing Up	RE	PE - Get Set 4 PE
<p>This unit is based upon the 'March' from The Nutcracker by Tchaikovsky. It follows the rondo form structure, embracing its repeating nature of musical themes.</p> <p>Lesson 3: This is the final lesson in this learning sequence.</p> <p>This lesson will be a consolidation of all their prior learning as well as embedding their prior learning into learning new things. They will be recognising the different sections in a piece of music that form a rondo structure and actively listen to music and respond through movement (cross curricular think with PE).</p> 	<p><u>LI: We are learning to understand why the Mosque is important in Islam.</u></p> <p>Children will learn about the features of a mosque and the significance of these features to the Islamic community. The key words that they will be exposed to are: Mosque, Dome, Minaret, Wash rooms, Prayer Hall, Qiblah, Mihrab, Minbar, Imam, Muezzin, Adhan Wudu.</p> 	<p><u>Unit: Dance - Lesson 3</u></p> <p><u>LI: To select and link appropriate actions and dynamics to show our dance idea.</u></p> <p>Children will consider the use of space around them and use actions that represent the machine breaking down. They will count to stay in time with their group.</p>  <p><u>Unit: Rounders - Lesson 3</u></p> <p><u>LI: To run around the outside of the bases and make decisions about when to stop and when to run.</u></p> <p>Bases will be placed on the left hand side of where the children are standing. They will run around the outside of the cones mimicking a rounders game, cones representing stamps working on their decision making skills when to run and when to stop.</p> 
DT/Art - Kapow	Spanish - Language Angels	PSHCE

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Prehistoric Painting

LI: To select and apply a range of painting techniques

Children will mix paint to create a range of natural colours and experiment with techniques to create different textures. They will then add fine detail using smaller brushes and draw their prehistoric animal on their cave wall.

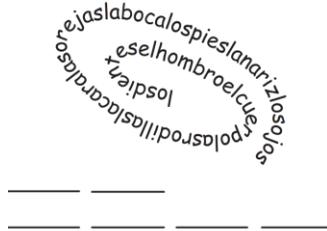


Unit: Caperucita Roja (Little Red Riding Hood)

LI: To read the Caperucita Roja story again but with a focus on parts of the body in Spanish.

This week the children will unpicking key vocabulary from the Spanish story of Little Red Riding Hood. These keywords will enable the children to sing the song of 'head, shoulders, knees and toes' in Spanish.

Can you find the 10 words for parts of the body inside the word puzzle?



LI: We are learning to explore how sugar affects our body

In the lesson children will guess how much sugar is in the different food items. They will learn how sugar affects their body and why too much sugar is bad for you.



Science - Wellington Curriculum

Topic (History) - Wellington Curriculum

Computing - Barefoot and Teach Computing

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Plants

During this unit of work, children will build upon their previous knowledge of plants and trees from Year 2 where children find out what plants need in order to stay healthy once they have grown. They will identify and describe the functions of the different parts of plants. They will explore what plants need for life and growth. Children will also look at seeds and explore the different ways that plants disperse their seeds.

LI: We are learning to identify, locate and describe the functions of different parts of flowering plants.

This week in Science the children will be learning all about the key parts of a flower and their functions. The children will begin by looking at the outside features that they should have already been exposed to in year 2. To move their learning on they will be exploring the internal parts and their features.

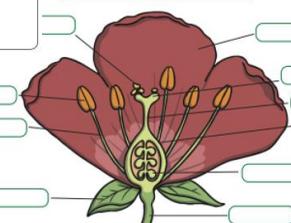
Parts of a Plant

Task 1



Task 2

Inside a Plant



Romans

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'.

LI: We are learning who Boudicca was and why she led a rebellion against the Romans.

Children will be introduced to the rebellion Boudicca and why she revolted against the Romans. Children will discuss why they think the revolt happened and why Boudicca was so successful in gathering an army.

In this lesson the children will work in groups of 6-8 and complete two role play activities. First they will role play the sequence of events and play a celtic warrior or Roman soldier.



Next those playing Boudicca will sit on the 'hot seat' and children will ask her questions to understand why she rebelled against the Romans using emotive language.

Are you happy with...? How does... make you feel?

Why didn't you...? Why did you...?

Explain why you acted in that way What do you think about...?

Have your views changed and why?



Data and Information

Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.

LI: We are learning to identify the attributes needed to collect data about an object

Success Criteria

- I can select an attribute to separate objects into groups
- I can create a group of objects within an existing group
- I can arrange objects into a tree structure

The key learning the children will be completing is focusing on creating groups with specific questions and categories for different objects, items and animals.

			
Does it have a tail?			
Does it have a fin on its back?			
Does it walk on two legs?			
Does it fly?			
Does it have legs?			
Does it have a horn?			
Does it have stripes?			

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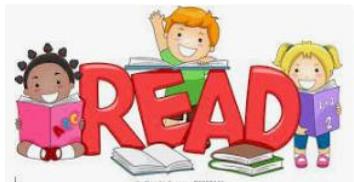
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Homework

This week's homework is going to be set online using Mymaths, Doodle English and Doodle Maths. Where applicable, it should be returned by the following Monday.

Reading/Spelling and Grammar

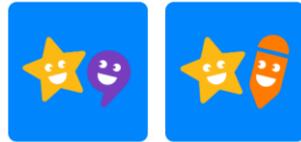


Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.

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

Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.

Try and login to **Bug Club** and **Reading Eggs**.



Spelling and dictation - Remember to try and use these words in sentences to show that you understand their meanings.

KS2 -

In year 3 the children have individualised spellings which are tested upon each week on an allocated day.

Doodle English and Doodle Spell - log in to your account at least 3 times this week.

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 Year 3 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!



REMINDERS - trips/events/items to bring in



Please make sure your child has a glue stick and green pen for their pencil case at school - thank you.

Guided Reading

Please make sure your child has their purple task and reading book in school every day. Your child will be reading with their teacher each week.



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			<p>Parents evening - 7th - 9th March Alice In Wonderland 10th March</p>
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