

Weekly Overview of Learning

Year Group: 3 Week beginning: 10.07.23



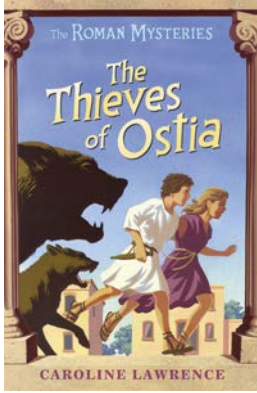

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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LT: We are developing our narrative ending by speculating, imagining and exploring ideas.</u></p>	<p><u>LT: We are learning to edit and finalising our mystery narrative story.</u></p>	<p><u>LT: We are learning to edit and finalising our mystery narrative story.</u></p>	<p><u>LT: We are developing our understanding of mystery narrative whilst reading 'The Thieves of Ostia'.</u></p>	<p><u>LT: We are writing our final edition of our mystery narrative.</u></p>
<p>Speaking and Listening Focus</p>	<p>Social learning. Sharing different perspectives and ideas within the classroom. Applying knowledge and sharing it to solve the problem.</p>	<p>Independent learning. Using independent learning strategies and deep thinking to edit and re-write narrative.</p>	<p>Independent learning. Using independent learning strategies and deep thinking to edit and re-write narrative.</p>	<p>Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listen attentively.</p>	<p>Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listen attentively.</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p><u>Key Vocabulary:</u> Narrative Genre Character Solution Ending Speculating Exploring Red Herring Happy Ending Cliff Hanger</p> <p><u>Key Questions:</u> What do the characters know now that they didn't at the beginning? Have your characters learnt anything? Will there be a second mystery? Did your character truly find the culprit? Or is the mystery still continuing? tion of your story?</p>	<p><u>Key Vocabulary:</u> Opening Build up Dilemma Resolution Ending Reconstructing Pulling together Editing Finalising Consolidating</p> <p><u>Key Questions:</u> Does your story slot together now that you are combining each section? Have you included all key elements of a mystery narrative? Have you included suspenseful techniques: similes, metaphors, ellipsis, short sentences? Have you re-read all your work and edited where appropriate?</p>	<p><u>Key Vocabulary:</u> Opening Build up Dilemma Resolution Ending Reconstructing Pulling together Editing Finalising Consolidating</p> <p><u>Key Questions:</u> Does your story slot together now that you are combining each section? Have you included all key elements of a mystery narrative? Have you included suspenseful techniques: similes, metaphors, ellipsis, short sentences? Have you re-read all your work and edited where appropriate?</p>	<p><u>Key Vocabulary:</u> Mystery Narrative Inference Reflection Unpicking Reading Chapter 6/7</p> <p><u>Key Questions:</u> What do the characters uncover? What are the main events that happen after chapter 5? How does the author introduce the mystery, dilemma and resolution? How could we magpie techniques to use in our own narratives? Has the author introduced any red-herrings or clues to support their discovery?</p>	<p><u>Key Vocabulary:</u> Big Write Opening Build Up Dilemma Resolution Ending Characters Settings Final draft</p> <p><u>Key Questions:</u> Do you have all segments of your story? Does your story flow and/or slot together? Have you included adventurous vocabulary and suspenseful techniques? Have you re-read all your work and made sure it is consistent? Are you proud of your story? Does it contain mystery?</p>

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<p>Activities</p> <p>This is the final drafting session as the children compose the ending to their narratives. They will focus on answering the key question of how they want their narrative to end. Will it be a cliffhanger or will it be a happy ending?</p> <p>The children will be questioned: Can you use imagination to discuss and plan ideas? Can you collect a range of sentence openers and vocabulary? Can you use the plan to write an ending with structure and punctuated sentences?</p> 	<p>Over the next two days the children will be pulling together all the segments of their mystery narrative ensuring that each paragraph links together.</p> <p>During this process the children will also be editing each paragraph to make sure it adheres to the success criteria. They will be given the chance to read their narratives aloud so that their peers can give them constructive feedback.</p> <p>Each paragraph will have its own success criteria and the children will be prompted to check, edit and highlight where they have used these features. Each paragraph will follow a peel on/peel off style teaching to ensure all children are at the same point.</p> 	<p>Today we are continuing to read our class text 'Thieves of Ostia'. This lesson we will explore the mystery of where the blood has come from and explore the choices, feelings and thoughts of the characters.</p> <p>By exploring our class text, it'll allow the children to see how these characters in our text approach a mystery, search for clues and solve the mystery. These ideas can support their final draft.</p> 	<p>Today the children will be transferring their drafts into their books as a final big write. This will be an opportunity for the children to become authors and create a final edition of their work.</p> <p>This lesson will focus on them finalising all of their ideas into one space.</p> 
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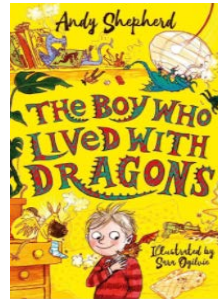
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Class Text – Reading Aloud
10-15 mins each day

Topaz

TEXT – The boy who grew dragons

Author – Andy Shepard



Sapphire

Text - James and the Giant Peach

Author – Roald Dahl



Turquoise

Text – The Unimaginary Friend

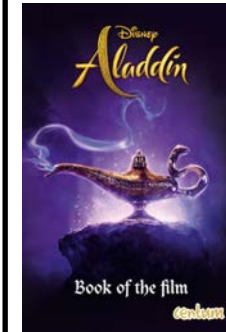
Author - Guy Bass



Lapis

Text – Aladdin

Author - Elizabeth Rudnick



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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p>END of UNIT assessment on STATISTICS</p>	<p>REVISION <u>LI: We are learning to add (across a 100) using column method</u></p>	<p>REVISION <u>LI: We are learning to subtract (across 10) using column method</u></p>	<p>REVISION <u>LI: we are recapping 3,4 and 8 times table and learn how to use a multiplication table</u></p>	<p>REVISION <u>LI: we are recapping how to divide and regroup using remainders</u></p>
<p>Key vocabulary and key questions</p>	<p>Key Vocabulary: Tally Bar graphs Charts Axis Scale Measure Value Interval Symbols</p> <p>Key Questions: What is the information in the table showing? What is shown in the rows? What is shown in the columns? What can you find out from the table? Which cell shows you the number of ? If you want to know how many more/fewer , which cells do you need to look at? What calculation do you need to do? How can you find the total number of?</p>	<p>Key vocabulary Add Subtract Equals Hundreds Tens Ones Total Less More Calculation Place value Column Method Exchange</p> <p>Key questions Does it matter which column you add together first? Do you have enough ones/tens to make an exchange? Where do you put the hundred that you made from exchanging 10 tens in your model? How can you show that you have exchanged 10 tens in your written calculation?</p>	<p>Key vocabulary Add Subtract Equals Hundreds Tens Ones Total Less More Calculation Place value Column Method Exchange</p> <p>Key questions How can you show this question using base 10? Can you subtract 2 ones from 5 ones? Can you subtract 5 ones from 2 ones? Do you need to make an exchange? How can you show an exchange using base 10 or place value counters? How can you show an exchange using the written method?</p>	<p>Key vocabulary Multiply 8 times table 4 times table 3 times table Arrays Partition Groups Double</p> <p>Key questions How does knowing $\times 2$ help you work out $\times 4$ and $\times 8$? What is the relationship between multiplying by 4 and multiplying by 8? How can you show that dividing by 4 is the same as dividing by 2 and then by 2 again? How can you show this using an array? What would one more lot be? What would double the number of lots be? How could you partition the array to show different groups of 3?</p>	<p>Key vocabulary Multiply 8 times table 4 times table 3 times table Arrays Partition Groups Divide Remainders</p> <p>Key questions How can you flexibly partition so that the tens and ones are both multiples of the number you are dividing by? What is shared into equal groups? How can the place value counters help you divide by ? How can you use the part-whole model to work out the division? What is divided by ?</p>

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Activities

The children will be having their end of unit assessment on statistics. They will then peer mark each other's work. Once the assessment is finished and marked, teachers will go through any gaps within the assessment.

1. The programme shows the number of animals on a farm.

Animal	Number of animals
sheep	☆☆☆☆
goats	☆☆☆☆
chickens	☆☆☆☆

How many chickens are there on the farm?

How many more sheep are there than goats?

How many animals are there altogether on the farm?

2. Class 3 voted for their favourite drink. The results are shown in the programme.

Drink	Number of children
apple juice	☆☆☆☆
orange juice	☆☆☆☆
soft drink	☆☆☆☆
water	☆☆☆☆

3. Fill in the missing number. Show this on the programme.

4. Use the programme to complete the sentences.

The most popular drink is

3 more children like milk than

Fewer children like than water.

In this lesson, children will 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. Seeing 10 tens physically swapped for 1 hundred, alongside the formal written method, will deepen children's understanding of this lesson. The main focus is on exchanging into the hundreds column, but children should continue to check for any exchanges from the ones into the tens column.

Nijah uses base 10 to work out $466 + 353$

Hundreds	Tens	Ones
4	6	6
3	5	3
+		
8	1	9

Use Nijah's method to work out the additions.

H	T	O
2	8	4
+		
1	3	5

H	T	O
3	6	7
+		
2	9	1

H	T	O
3	7	2
+		
1	3	1

In this lesson children will be revisiting the formal written method for addition with exchanges in both the tens columns and move on to the written method for subtraction with exchanges. They will subtract both 2- and 3-digit numbers, exchanging 1 ten for 10 ones.

Key Words:

- Add
- Subtract
- Equals
- Hundreds
- Tens
- Ones
- Total
- Less
- More
- Calculation
- Place value
- Column Method
- Exchange

In today's lesson children will recap their learning on 3, 4 and 8 tables in preparation for Year 4. They link multiplying by 4 to doubling then doubling again, and multiplying by 8 to doubling three times. They should also recognise that dividing by 4 is the same as halving and halving again, and dividing by 8 is the same as halving three times. By the end of this step, children will be able to apply their knowledge of known facts to support them: for example, to work out 7×8 , children can do $7 \times 2 \times 2 \times 2$, or to calculate $56 \div 8$, they can do $56 \div 2 \div 2 \div 2$

x	2	4	8
3	6		
	10	20	
			72



Children use their previous learning on flexible partitioning to support them with this. For example, to calculate $42 \div 3$, they need to identify multiples of 3 that 42 can be partitioned into. Children use their knowledge of times-tables facts to partition the number into multiples of the number they are dividing by. For this example, they can partition 42 into 30 and 12, and then use $30 \div 3 = 10$ and $12 \div 3 = 4$ to find that $42 \div 3 = 14$

Finally, Mo uses the lolly sticks to make pentagons.

How many pentagons can Mo make?

Complete the sentences.

There are 17 lolly sticks.

There are groups of 5

There are lolly sticks remaining.

$17 \div 5 =$ remainder



Mo can make pentagons.



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Spanish - Language Angels	ART - Kapow	PE - Get Set 4 PE
<p style="text-align: center;">Las Estaciones (Seasons)</p> <p style="text-align: center;"><u>LI: To revise all language covered in this unit and complete assessment materials.</u></p> <p>This is the last instalment of Seasons in Spanish. The children will be given an end of topic assessment which will assess their understanding of the current topic in Spanish. They will be given the opportunity to revise with the class powerpoint before completing their tests independently.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p style="text-align: center; background-color: yellow;">Speaking Exercise</p> <p style="font-size: small;">Can you say any of the following phrases in Spanish?</p> <p style="text-align: center;">Winter Spring Summer Autumn</p> <p style="text-align: center; font-size: x-small;">In summer it is hot.</p> </div> <div style="width: 48%;"> <p style="text-align: center; background-color: lightgreen;">Listening Exercise</p> <p style="font-size: x-small;">Only five of the images below are mentioned in the audio you will hear. Circle the five that you hear mentioned.</p>  </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 48%;"> <p style="text-align: center; background-color: red; color: white;">Reading Exercise</p> <p style="font-size: x-small;">Can you find and circle the seasons in the short text below? (NB: One season is mentioned twice!)</p> <p style="font-size: x-small;">Hay cuatro estaciones. El invierno, la primavera, el verano, el otoño. Mi estación favorita es la primavera porque las flores crecen y los pájaros cantan.</p> </div> <div style="width: 48%;"> <p style="text-align: center; background-color: blue; color: white;">Writing Exercise</p> <p style="font-size: x-small;">Can you write any of the following phrases in Spanish?</p> <p style="font-size: x-small;">Summer: <input type="text"/></p> <p style="font-size: x-small;">In summer: <input type="text"/></p> <p style="font-size: x-small;">And: <input type="text"/></p> <p style="font-size: x-small;">In summer it is sunny: <input type="text"/></p> <p style="font-size: x-small;">In summer it is sunny and it is hot: <input type="text"/></p> </div> </div>	<p style="text-align: center;">Sculpture</p> <p style="text-align: center;"><u>LI: We are applying our knowledge of construction when creating our 3D abstract sculpture.</u></p> <p>In art this week children will combine their understanding of how abstract sculptures are constructed when creating their final piece inspired by playground equipment. They will create their abstract piece using techniques which enable the structure to stand.</p> 	<p style="text-align: center;">Unit: Athletics - Lesson 6</p> <p style="text-align: center;"><u>LI: To develop officiating and performing skills.</u></p> <p>In groups of six, pupils will complete the following stations as a carousel of events.</p> <ul style="list-style-type: none"> - Speed bounce - Sprints - Standing long jump - Pull throw - Push throw - Relay <p>At all stations three pupils will work at the same time, whilst their partner helps to count and measure, except for the relay station in which all six pupils will work together.</p> <p>With their partner pupils discuss:</p> <ul style="list-style-type: none"> • Which events they felt most confident with. • Which events they need to improve their technique. • Why it is important to abide by the rules. <p style="text-align: center; margin-top: 20px;">Unit Football - Lesson 6</p> <p style="text-align: center;"><u>LI: To apply skills and knowledge to compete in a tournament.</u></p> <p>Pupils will be taking part in a mini football tournament (a competition involving more than two teams). Teams will be praised for winning, their display of working collaboratively as a team (teamwork), confidence to achieve their best as well as positive traits such as honesty and fair play and attitude and behaviour to the opposition. Q: How can we show respect towards our opposition? <i>Playing to the rules, being honest, saying 'well played', shaking hands at the end of a game.</i></p>

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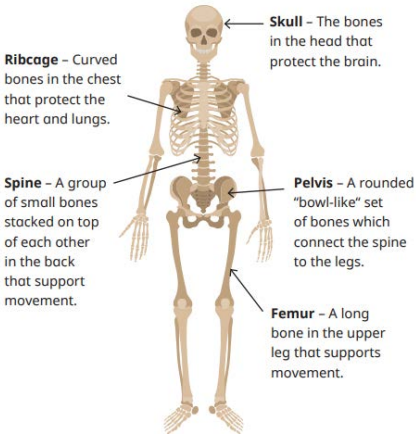
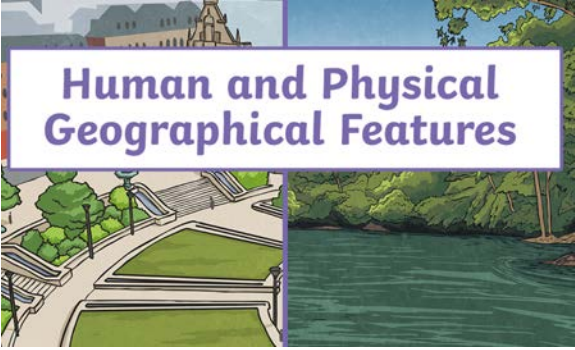

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PSHCE - Jigsaw	Music - Sing Up	Computing - Barefoot and Teach Computing						
<p style="text-align: center;"><u>Changing Me</u></p> <p><u>LI: We are recapping our learning from the topic of 'Changing Me'.</u></p> <p>This week the children will be creating a thinking frame using all the information that they have learned or understood through this topic of 'Changing Me'.</p> <p>The children will also have the opportunity to pose any questions in their reflecting lens, stating anything they'd like to learn in the future.</p> <div data-bbox="123 651 734 1082" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p style="font-size: small;">What questions do you have? What would you like to know in the future?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p style="font-size: x-small;">What have you learnt from this topic? What did we learn about in this topic?</p> <p style="text-align: center; border: 1px solid black; padding: 2px;">Changing Me</p> </div>  </div>	<p style="text-align: center;"><u>Chilled out clap rap</u></p> <p>This unit is built around a laid-back rap with accompanying clapping patterns and plenty of dynamic contrast. It offers opportunities for physical and creative activities that will help pupils develop their understanding of beat and rhythm.</p> <p><u>LI: We are performing 'Blinded by your Grace' using clap rap and rhythm.</u></p> <div data-bbox="846 564 1391 1011" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p style="font-size: x-small;">Blinded by your grace (Part 2) (All Voices)</p> <p>I'm blinded by your grace, I'm blinded by your grace, by your grace. I'm blinded by your grace, I'm blinded by your...</p> <p>Lord I've been broken, Although I'm not worthy, You fixed me, I'm blinded by your grace, You came and saved me.</p> <p>Lord I've been broken, Although I'm not worthy, You fixed me, now I'm blinded by your grace, You came and saved me.</p> <p>One time for the Lord, And one time for the cause, And one round of applause, One time for Fraser T. Smith on the chords</p> <p style="text-align: right; font-size: x-small;">SOUNDSLICE</p> </div>	<p style="text-align: center;"><u>Unit - Programming B - Events and actions in programs</u></p> <p><u>LI: We are designing and creating a maze-based challenge</u></p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> I can make design choices and justify them I can implement my design I can evaluate my project <p>In this lesson, learners will design and create their own projects. Using a template (which can be blank or partially completed), learners will complete projects to move a sprite around a maze, with the option to leave a pen trail showing where the sprite has moved. Ideally, projects will include setup blocks to position the sprite at the start of the maze and clear any lines already on the screen.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tr> <td style="width: 50%; padding: 5px;">Which sprite will you choose?</td> <td style="width: 50%; padding: 5px;"> Backdrop <div data-bbox="1800 804 2047 986" style="border: 1px solid black; padding: 5px; margin-top: 5px;">  </div> </td> </tr> <tr> <td style="width: 50%; padding: 5px;">How will you move your sprite?</td> <td style="width: 50%; padding: 5px;">Setup — what needs to happen at the start of your project?</td> </tr> <tr> <td style="width: 50%; padding: 5px;">What will the pen do?</td> <td style="width: 50%;"></td> </tr> </table>	Which sprite will you choose?	Backdrop <div data-bbox="1800 804 2047 986" style="border: 1px solid black; padding: 5px; margin-top: 5px;">  </div>	How will you move your sprite?	Setup — what needs to happen at the start of your project?	What will the pen do?	
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Science - Wellington Curriculum	Geography	RE
<p align="center">Unit: Animals including humans</p> <p><u>LI: we are learning about the different functions our bones have and why they protect our body</u></p> <p>They build on their learning from the previous step as they progress to outlining the functions (or jobs) of the spine, ribcage, pelvis, skull and femur. It is important that children are not only aware of the function of the skeleton but also the jobs of specific bones. They should be able to describe the importance of humans having a skeleton with reference to movement, support and protection.</p> <div data-bbox="123 670 537 1109">  </div>	<p align="center">Topic - Eurozone</p> <p><u>LI: We are learning to compare similarities and differences of two different places in Europe through the study of human and physical geography.</u></p> <p>In this lesson children will explore human and physical geographical features of places in the United Kingdom and Europe. They will complete a compare and contrast frame comparing South-West England and a European city Sicily using facts sheets to support their learning.</p> <div data-bbox="833 614 1406 965">  </div>	<p align="center">Unit: Hinduism</p> <p><u>LI: We are learning about the different Hindu scriptures and their importance.</u></p> <p>As we continue to learn more about Hinduism, children will explore the different scriptures and their importance to the faith. Children are asked to identify key information when discussing the multiple scriptures of Hinduism,</p> <div data-bbox="1706 571 1904 989">  </div>

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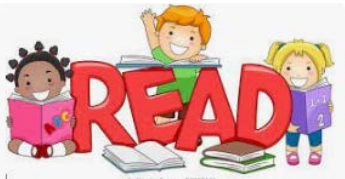
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Homework

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.

