

# Weekly Overview of Learning

Year Group: 3 Week beginning: 11.03.24



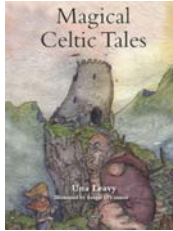




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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Speaking and Listening Focus</b>	<p>Collaborative learning.</p> <p>Think, pair, share and class discussion. Children will take turns in speaking and listening.</p>	<p>Independent learning</p> <p>Children will complete independent learning/writing tasks.</p>	<p>Independent learning</p> <p>Children will complete independent learning/writing tasks.</p>	<p>Independent learning.</p> <p>Children will complete independent learning/writing tasks.</p>	<p>Collaborative learning.</p> <p>Think, pair, share and class discussion. Children will take turns in speaking and listening.</p>
<b>Key vocabulary and Key Blooms higher order thinking questions</b>	<p><b>Key Vocabulary</b> Science Influential Women Pioneer Kathine Johnson Beatrice Shilling Mae Jemison Fact File British Science Week Changes</p> <p><b>Key Questions</b> Why is British Science Week important?</p> <p>Why is it important to celebrate the progress of women in Science?</p> <p>Why is _____ important in the world of Science?</p> <p>What are the key features of a fact file?</p> <p>How are you going to retrieve key information about _____?</p>	<p><b>Key Vocabulary</b> Magical Celtic Tales Battle Bravery Giant Comprehension Recall Explain Justify Define Predict Infer</p> <p><b>Key Questions</b> What does magical mean? Have you heard of the term Celtic? Does it link to our History unit? What is a tale? Where is the story set? Is it in a different country? Who is the main character? Who does he battle? Why does he battle them? Do you think Conor is brave? How does he show bravery?</p>	<p><b>Key Vocabulary</b> Retrieval Metaphor Magical Celtic Tales Class text Unpick Deconstruct Create Techniques Nouns</p> <p><b>Key Questions</b> What is a metaphor?</p> <p>Does our new text have any metaphors?</p> <p>Can you use your retrieval skills to unpick the metaphors from our class text?</p> <p>Can you create your own metaphors using the text?</p>	<p><b>Key Vocabulary</b> Similes Metaphor Personification Atmosphere Feelings Happy Tension Calm/Tranquil Setting Mystical Forest</p> <p><b>Key Questions</b> Can you use a metaphor to describe a setting?</p> <p>Can you use a simile to describe a setting?</p> <p>Can you use personification to describe a setting?</p> <p>How can these techniques add to the atmosphere of a setting?</p>	<p><b>Key Vocabulary</b> Magical Celtic Tales Adjectives Expanded noun phrases Similes Forest Setting</p> <p><b>Key Questions</b> What does magical mean? Have you heard of the term Celtic? Does it link to our History unit? What is a tale? Where is the story set? Is it in a different country? What does the setting look like? Could you use your senses to describe it?</p>

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<p><b>Activities</b></p> <p>In this lesson the children will be off-curriculum celebrating the progress of women in British Science Week.</p> <p>The children will be learning about three specific influential women from different sectors of science.</p> <p>The task for the children will be creating a fact file on the woman they found most interesting. They will use their comprehension skills to retrieve and find information online and through biographies.</p> <p><small>Monday 11th March 2024 LE: We are learning about key women who influenced the progression of science for British Science Week.</small></p>  <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p>Children will discuss the meaning of magical, celtic and tales.</p>  <p>It is about fairies, warriors, princesses and magical creatures such as selkies, giants and dragons.</p> <p>They will use their prior knowledge of the Stone Age and Romans to help them.</p> <p>Children will read chapter 1 of the new text, 'Magical Celtic Tales'.</p>  <p>The children will complete a set of comprehension questions using the content domains such as define, predict, recall, infer and make comparisons.</p> <ol style="list-style-type: none"> <li>Using the title 'Conor the Brave' and the picture, what do you think the story is about? 2a</li> <li>What does tattered mean? 2a</li> <li>Why didn't Conor go to school? 2b</li> <li>What did he get from each giant? 2b</li> <li>Why would fighting giants give Conor courage? 2d</li> <li>Why did Foxface suggest for Conor to kill the wolf? 2f</li> <li>Is this story similar to any other stories you've read before? 2h</li> </ol>	<p>This lesson will focus on the writing technique of metaphors. The children will begin learning what a metaphor is, how it can be used and created.</p> <p>The children will have time to practise creating metaphors using an interactive powerpoint. This will be the opportunity for the children to fully grasp the concept of what a metaphor is.</p> <p>The children will then retrieve metaphors from the text and create their own!</p>  <p>You are to write these into your book and up-level them!</p> <p>In a cat's wink, I ate my lunch.</p> <p>In a dog's wag, I ran past Miss Fletcher.</p> <p>In a hen's peck, I finished my homework.</p> <p>Could you create some that relate to our class text?</p>	<p>Using their prior learning of metaphors, similes and personification, the children will be creating sentences to describe a setting similar to the class text. These sentences will focus on creating an atmosphere (calm, tense, happy).</p> <p>Scaffolds will be provided to the children to support their understanding in using all of the writing techniques.</p> <p><b>Metaphor:</b> A blanket of moss covered the ground. A coat of _____ covered the trees. The sun is a _____ The grass is a _____</p> <p><b>Simile:</b> The sun was as shiny as a diamond. The trees are as _____ as _____ The ground feels as _____ as _____ The air feels as _____ as _____</p> <p><b>Personification:</b> The trees danced in the wind. The leaves were _____ The air _____ The grass _____ with every step.</p>  <p>Let's come up with some, together...</p> <p>A deep green blanket of moss covered the magical forest floor. (personification)</p> <p>The sun was glistening as bright as diamond. (simile)</p> <p>The leaves of twisted trees were dancing in the shimmering sun. (personification)</p> <p>How it's your turn!</p> <p>I have created a peaceful, warm and happy atmosphere!</p>	<p>Children will discuss the meaning of magical, celtic and tales. They will use their prior knowledge to support their understanding.</p> <p>Children will read chapter 1 of the new text, 'Magical Celtic Tales'.</p>  <p>They will discuss where the story is set.</p> <p>They will collect adjectives, expanded noun phrases and similes using their 5 senses to describe the forest. Children will complete a thinking frame.</p> 
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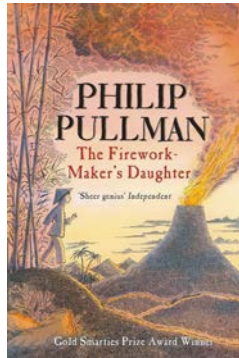
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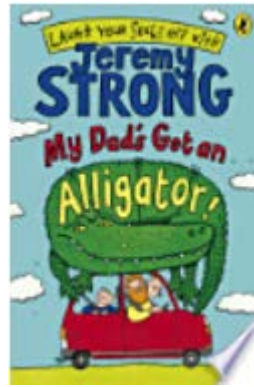
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**Class Text – Reading Aloud**  
**20 mins each day**

**Topaz**  
TEXT – The Firework Maker's Daughter  
Author – Philip Pullman



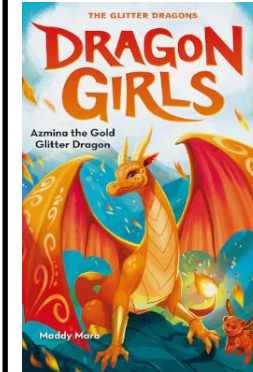
**Sapphire**  
Text - My Dad's got an Alligator  
Author – Jeremy Strong



**Turquoise**  
Text – The Danger Gang  
Author - Tom Fletcher



**Lapis**  
Text – Dragon girls  
Author - Maddy Mara



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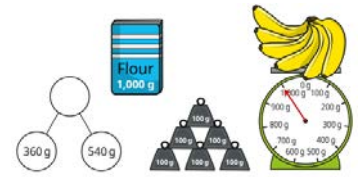
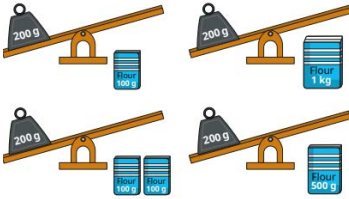
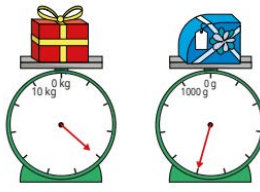

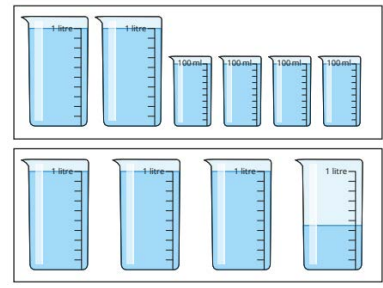
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Key vocabulary and key questions</b></p>	<p><u>LT: We are exploring equivalent masses (kilograms vs grams) and applying our knowledge of fraction</u></p> <p><u>Key vocabulary</u> Equivalent Kilograms Grams Mass Capacity Measure Fraction Split</p> <p><u>Key questions</u> How many grams are there in a kilogram?  How many grams are there in half a kilogram?  How many grams are there in one quarter of a kilogram?  If a kilogram is split into equal parts, how many grams is each part worth?  What is equivalent to?  How many more grams are needed to make 1 kg?</p>	<p><u>LT: We are comparing masses of different objects using grams and kilograms.</u></p> <p><u>Key vocabulary</u> Kilograms Grams Mass Capacity Measure Fraction Split Difference Method Comparing</p> <p><u>Key questions</u> Which object is heavier/lighter? How do you know?  Which is heavier: 1 kg or 100 g? Which is heavier: 1 kg and 100 g or 1 kg and 400 g?  Which is heavier: 500 g or 3 kg and 100 g?  Which is heavier: 600 g or 1 2 kg?  If you know the total mass of two identical items, how can you work out the mass of one of them?  If 2 have the same mass as 3 , which object is heavier?</p>	<p><u>LT: We are learning to measure capacity and volume in millilitres</u></p> <p><u>Key vocabulary</u> Kilograms Grams Mass Capacity Measure Fraction Split Difference Method Comparing Milliliters</p> <p><u>Key questions</u> How can you add using kilograms and grams?  Which part did you work with first? Why?  What method could you use to add to ?  What method could you use to subtract from ?  How can you show this question using a bar model?  What objects can you use to help complete this calculation?  Do you need to add or subtract to answer this question?</p>	<p><u>LT: We are learning to measure capacity and volume in millilitres and litres</u></p> <p><u>Key vocabulary</u> Milliliters litres Capacity Volume Interval Measuring Difference</p> <p><u>Key questions</u> What is the difference between capacity and volume?  What is the capacity of the container? How do you know?  How many millilitres are there in 1 litre?  How many intervals are there between 0 and 1 litre? What is each interval worth?  How can you work out halfway between two marks on a scale?  In this question, what unit is the volume/capacity measured in?</p>	<p><u>LT: We are exploring equivalent capacities and volume using litres and millilitres</u></p> <p><u>Key vocabulary</u> Milliliters litres Capacity Volume Interval Measuring Difference</p> <p><u>Key questions</u> What is the difference between capacity and volume?  What is the capacity of the container? How do you know?  How many millilitres are there in 1 litre?  How many intervals are there between 0 and 1 litre? What is each interval worth?  How can you work out halfway between two marks on a scale?  In this question, what unit is the volume/capacity measured in?</p>

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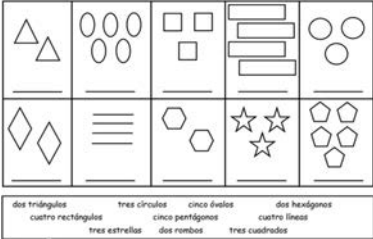




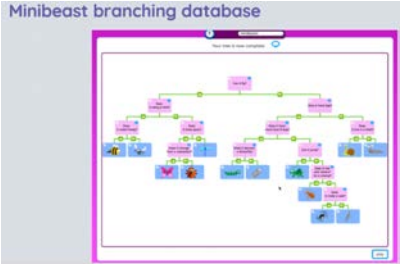
Activities									
<p><b>Activities</b></p>	<p>In the previous two steps, children measured objects in both grams and kilograms, and read scales showing both of these units of measure. In this small step, children build on their understanding of 1 kg being equivalent to 1,000 g, and this point will be explored in great depth, so the masses in the questions will not go over 1 kg. Formal conversion between kilograms and grams is taught in Year 5 Children also draw on other previously learnt skills, as they use addition and subtraction to make amounts of grams up to 1 kg. They continue to look at fractions of a kilogram, and should know that <math>\frac{1}{2}</math> of a kilogram is 500 g and <math>\frac{1}{4}</math> of a kilogram is 250 g</p>  <table border="1" data-bbox="257 1061 616 1125"> <thead> <tr> <th>Equivalent to 1 kg</th> <th>Not equivalent to 1 kg</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Equivalent to 1 kg	Not equivalent to 1 kg			<p>In this small step, children compare the masses of different objects using grams and kilograms. In Year 2, children decided if an object was heavier or lighter by using balance scales. They now use units of measure to work out which object is heavier or lighter. Understanding that kilograms are heavier than grams will help them to compare mass, for example 100 g is lighter than 100 kg. They can also compare using fractions: for example 1 2 kg is heavier than 400 g. Children then go on to compare masses that combine kilograms and grams. They should recognise that, because kilograms are heavier than grams, they should compare the kilograms first: for example 1 kg and 300 g is lighter than 3 kg and 300 g. If the kilograms are the same, they then need to compare the grams: for example 1 kg and 300 g is heavier than 1 kg and 100 g.</p> <p>Rosie puts different amounts of flour onto the scales. For each scale, say what will happen and why.</p> 	<p>This step is the final step on mass in this block. In this small step, children add and subtract mass. They transition from writing, for example, 2 kg and 300 g to writing 2 kg 300 g as this makes it easier to read many of the calculations, and makes it easier for children to distinguish between the two quantities. They use their understanding of kilograms and grams to add and subtract quantities of both. Concrete resources and bar models support their understanding. This is a good opportunity for children to practise their mental addition and subtraction, as many of the numbers involved will not necessitate the written method.</p> <p>What is the total mass of the two presents?</p> 	<p>In this small step, children begin to explore capacity and volume. They can find the concept of capacity and volume confusing and often use the terms interchangeably. Capacity is the maximum amount of liquid a container can hold when full, whereas volume refers to the specific amount of liquid in a container. In this step, children only explore millilitres as a measure of capacity or volume.</p> 	<p>In this small step, children use the units of litres and millilitres to measure capacity and volume. They describe mixed amounts as "litres and millilitres", so do not need to use decimal notation or make conversions such as 2 litres and 400 ml is equal to 2,400 ml. Children use their learning from the previous small step alongside the fact that 1,000 ml is equal to 1 litre to allow them to interpret different scales. Interpreting scales is a vital skill, so children should be exposed to a range of different-sized containers as well as scales split into a different number of intervals.</p> <p>How much water is there in total in each set of beakers?</p> 
Equivalent to 1 kg	Not equivalent to 1 kg								

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

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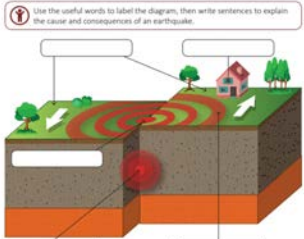

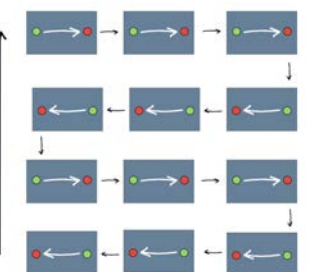
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Spanish - Language Angels	ART - Kapow	RE
<p style="text-align: center;"><u>Las Formas</u></p> <p><u>LI: We are learning to add shapes and how to write numbers in Spanish</u></p> <p>In today's lesson the children will recap their prior learning about numbers and apply it to the 10 shapes they have been learning about. The children will have a recap of the numbers up to 10.</p> 	<p style="text-align: center;"><u>Unit - Egyptian Scrolls</u></p> <p><u>Lesson 4 part 2 - LI - We are learning to continue our design skills inspired by the style of an ancient civilisation</u></p> <p>Children will continue on with their scroll designs from last week, and will use different materials to colour in their design. They will use pastels, chalk, pencils and paint.</p> <p>They will use drawings and scrolls from Egypt to inspire their colour choices.</p> 	<p style="text-align: center;"><u>Islam</u></p> <p><u>LI: We are learning to explore what the Qur'an is and its importance in Islam</u></p> <p>This week children will be learning about the significance of the Qu'ran and its importance in Islam. Children will be learning about the teachings of the prophet and the vital messages, as well as linking their understanding to the 5 pillars.</p> 
PSHCE - Jigsaw	Music - Sing Up	Computing - Teach Computing
<p style="text-align: center;"><u>Unit - Healthy Me</u></p> <p><u>Lesson 4 - LI: We are learning to take responsibility for keeping ourselves and others safe.</u></p> <p>Children will recap what the feelings anxiety and scared are, and who they can call in an emergency.</p> <p>Children will discuss what happens to their body when they feel scared such as sweaty palms or heart racing.</p> <p>The children will read different scenarios about someone who could be in an unsafe situation, and they will provide advice on what the person should do if the situation becomes unsafe.</p> 	<p style="text-align: center;"><u>Unit 5 - Latin Dance</u></p> <p><u>LI: We are learning to practise the song and learn about Cuban music.</u></p> <p>The children will continue to practise the song and the dance to the salsa music. Then, the children will learn about Cuban music and that the song Latin dance gets its name because it uses some of the features of Latin American music. They will understand that 'Latin America' is the portion of the Americas comprising countries and regions where 'Romance' languages (languages that derived from Latin) such as Spanish, French, and Portuguese are predominantly spoken.</p> 	<p style="text-align: center;"><u>Unit 4 - Data and Information</u></p> <p><u>LI: We are learning to explain why it is helpful for a database to be well structured.</u></p> <p>Children are going to think of questions that they can ask about an object. They will learn that the order of the questions helps structure the branching database better.</p> <p>They are going to work in pairs to sort out the questions into an order that is well structured.</p> 

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Science - Cornerstone	Topic - Cornerstones	PE - Get Set 4 PE
<p style="text-align: center;"><u>Unit - Plants, Nutrition and Reproduction</u></p> <p><u>Lesson 1</u>  <u>LI: We are learning to describe the requirements of plants for life and growth and how they vary from plant to plant.</u>                      In the first lesson the children will be discovering the different functions of different parts of plants in order to support their understanding of the requirements to keep a plant alive. The children will be exposed to key words and terminology that'll aid their explanations.</p> <div style="border: 1px solid #ccc; padding: 5px; margin: 10px 0;"> <p><small>1. Show and label diagrams of plant root systems in the boxes below, using the useful words to help. Then answer the questions.</small></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><small>How does the shape and structure of taproot systems in the boxes below, using the useful words to help. Then answer the questions?</small></p> <div style="border: 1px solid #ccc; height: 60px; width: 100%;"></div> </div> <div style="width: 45%;"> <p><small>How does the shape and structure of fibrous roots anchor a plant in the soil and help it take in water and nutrients?</small></p> <p><small>How does the shape and structure of fibrous roots anchor a plant in the soil and help it take in water and nutrients?</small></p> <p><small>What is the function of xylem?</small></p> <p><small>Describe a plant with unusual roots.</small></p> </div> </div> <p><small>Useful words</small></p> <ul style="list-style-type: none"> <li>• fibrous root    • lateral root    • taproot    • primary root</li> <li>• root hair    • xylem    • stem</li> </ul> </div> <p><u>Lesson 2</u>  <u>LI: We are investigating how water is transported within plants.</u>                      During the second part of this lesson, the children will be conducting an experiment to observe how water is transported within plants. The experiment will look at how food coloured water travels through the roots of a celery plant.</p> <p><b>Method</b></p> <ol style="list-style-type: none"> <li>Add 150ml of water to each beaker.</li> <li>Add one teaspoon of food dye into one of the beakers and stir to mix.</li> <li>Take two celery sticks and cut approximately 2cm off the bottom of each stick using a knife and chopping board. Make sure the two celery sticks are approximately the same length. Keep the leaves attached to the top of each stick.</li> <li>Put the cut end of one of the celery sticks in the beaker containing water.</li> <li>Put the cut end of the other celery stick in the beaker containing water and food dye.</li> <li>Observe the leaves of the celery sticks throughout the day. Leave them in the beakers overnight, then make observations the following day.</li> </ol>	<p style="text-align: center;"><u>Geography - Rocks, Relics and Rumbles</u></p> <p><u>Lesson 1:</u>  <u>LI: we are learning to make deductions and draw conclusions about a historical source or artefact</u></p> <p>In today's lesson the children will be looking at real life examples of artefacts from the Pompeii eruption. The artefacts are from painters from that era, the children will discuss whether these are reliable sources of information or not. They will then complete a worksheet, concluding the historical source</p> <div style="text-align: center; margin: 10px 0;">  </div> <p><b>Questions</b></p> <p>What can you see?</p> <p>What does this picture show?</p> <p>What does it tell you about the city of Pompeii?</p> <p>What features in this picture do we still have today?</p> <p><u>Lesson 2:</u>  <u>LI: We are learning to explain the physical processes that cause earthquakes</u></p> <p>The second lesson will focus on Earthquakes, how they are formed and what affects it has on the environment around it. They will then write a short paragraph on how an earthquake it formed.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p><b>Useful words</b></p> <ul style="list-style-type: none"> <li>• damage    • epicentre    • focus    • seismic wave    • tectonic plate</li> </ul>	<p><u>Unit 5 - Dance</u>  <u>Lesson 7 - LI: We are learning to be able to transition smoothly into and out of balances.</u>                      Children will practise moving out of balances by finding smooth transitions from one move to another. Then they will practise how to move into a balance and how to link balances together. Children will perform their [racted sequence to the class.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p><u>Lesson 8 - LI: We are learning to be able to transition smoothly in and out of balances using apparatus.</u></p> <p>Following the order of mats, pupils will follow the path of mats and complete a travelling action between the mats. They will practice this sequence to ensure it flows and then they will perform it to the class,</p> <div style="text-align: center; margin: 10px 0;">  </div>

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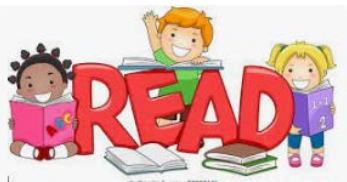
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## Homework

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.



#### **Reminders:**

**Neasden Mandir Temple Trip - 18th/19th**  
**Lapis and Topaz - 18th March**  
**Please wear your PE kit**  
**Sapphire and Turquoise- 19th March**