Weekly Overview of Learning

Year Group: 3 **Week beginning: 11.09.23**

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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	LI: We are learning to compare ourselves to a fictional character using our appearance.	LI: We are learning to compare ourselves to a fictional character using our personality.	LI: We are learning to use adjectives and expanded noun phrases in our writing to describe a picture	LI: We are learning to collect adjectives using our 5 senses to describe a setting.	LI: We are learning to draft our setting description using expanded noun phrases :
Speaking and Listening Focus	Independent learning. Children will develop reasoning using because. Use connectives to extend writing.	Independent learning. Children will develop reasoning using because. Use connectives to extend writing.	Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listen attentively	Collaborative learning. Children will offer relevant contributions and responses in discussion. Children will listen attentively and take turns speaking.	Independent learning. Children will develop their sentences using expanded noun phrase
Key vocabulary and Key Blooms higher order thinking questions	**Key Vocabulary:** Compare Ourselves Fictional Character Appearance Pronouns – I Adjectives Expanded noun phrases Comparative words **Key Questions** Can you recall the main character? What is a comparative adjective? Can you use '_____' in a sentence? Can you recall different comparative words?	**Key Vocabulary:** Compare Ourselves Fictional Character Personality Pronouns – I Expanded noun phrases Comparative words **Key Questions:** How did you describe your personality? How is your personality different from Om? Can you use a range of 'er' suffix adjectives?	**Key Vocabulary:** Hear Smell Taste See Touch Caves Weather Stone age Setting **Key Questions:** What is an expanded noun phrase? What are adjectives? What can you see in the background? What are they cooking? What would it smell like? How can we describe the colours? What is burning in the middle?	**Key Vocabulary:** 5 senses Expanded noun phrases Adjectives Caves Landscape Horizon Weather Stone age Setting **Key Questions:** How can you describe the picture using expanded noun phrases? Imagine you are walking, what can you feel under your feet? What can you smell? How do you feel? Are there any other animals or people in the setting? What can you see in the distance?	**Key Vocabulary:** 5 senses Expanded noun phrases Adjectives Caves Weather Stone age Setting Editing Paragraphs **Key Questions:** How can you describe the picture using expanded noun phrases? Where do we use a full stop and capital letter? What can you smell? How do you feel? Are there any other animals or people in the setting?

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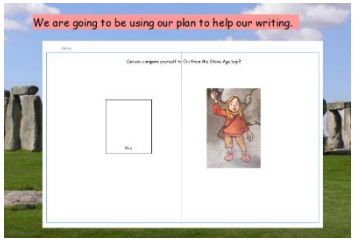
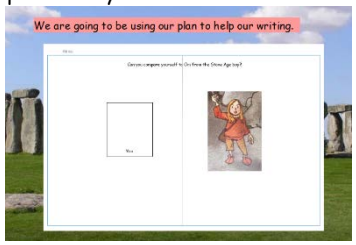
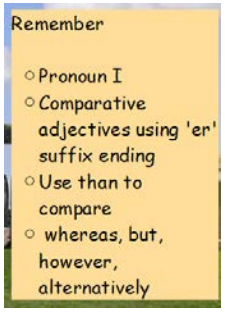
Activities	Children will recall who the main character is and discuss her appearance and personality using a range of adjectives.  Children will use their plan from the previous lesson to support the beginning of their writing.  Children will recall different comparative words such as whereas and however.	Children will refer to their plan to recap the ideas about their personality compared to Om's personality.  Children will refer to the checklist to ensure their writing includes the success criteria. 	The children will collect adjectives to describe the campsite scene from the book. They will write all the adjectives and expanded noun phrases on a thinking frame. The children will be given an adjective word mat to help collect expanded noun phrases.  	Children will describe the same picture from yesterday, this time using their 5 senses and collect them on a thinking frame. This helps them with their draft tomorrow to get sentences starters and ideas from.  	The children will be bringing all their ideas together to draft two paragraphs to describe a setting using expanded noun phrases. The children will be given an adjective word mat to help with expanded noun phrases. The children will refer to a checklist to make sure their draft has adjectives, expanded noun phrases, capital letters, exciting sentence starters and conjunctions.  

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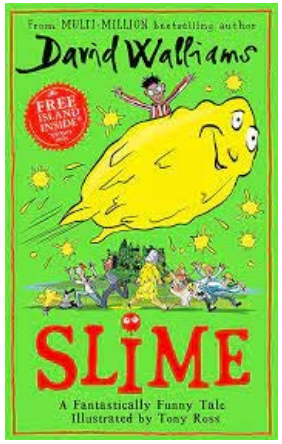
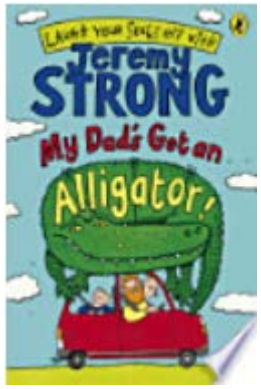
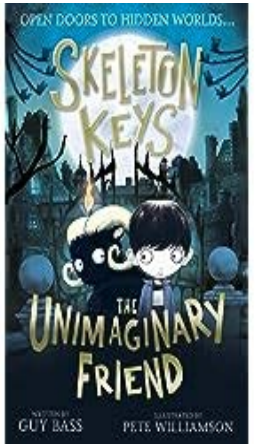
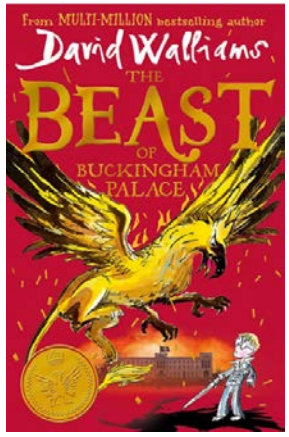
Class Text – Reading Aloud 10-15 mins each day	**Topaz** TEXT – Slime Author – David Walliams 	**Sapphire** Text - My Dad's got an Alligator Author – Jeremy Strong 	**Turquoise** Text – Skeleton Keys Author - Guy Bass 	**Lapis** Text – The beast of Buckingham palace Author - David Walliams 

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: We are learning how to represent numbers to 1000.	**LI: We are partitioning numbers to 1000 in to 100s, 10s and 1s.**	**LI: We are experimenting the flexibility of partitioning within the value of 1000.**	**LI: We are exploring the structure of numbers to understand place value (100s, 10s, 1s)**	**LI:We are finding 1,10 or 100 more then any given number within 1000**
Key vocabulary and key questions	**Key Vocabulary:** Represent Hundreds Tens Ones 1000 **Key Questions:** • What is the value of each of the base 10 pieces? • How many hundreds are in the number? How many tens are in the number? How many are in the number? • Why do you need to make an exchange when you have 12 tens? • Does the order in which you build the number matter? • How else can you represent the number?	**Key Vocabulary:** Partitioning Hundreds Tens Ones 1000 100 10 1 **Key Questions:** • How many hundreds/tens/ones are there in 465? • How do you write a number that has zero tens? • How do you write a number that has zero ones? • What number is equal to 300 + 70 + 9? • What is the value of the missing part? How do you know? • What is the value of the digit 6 in 465?	**Key Vocabulary:** Flexible Partitioning Hundreds Tens Ones 1000 100 10 1 **Key Questions:** • Can you partition the number in more than one way? • How do you write a number that has zero tens? • How do you write a number that has zero ones? • Explain why 300 = 200 + 100 • Is 200 + 100 + 50 + 16 equal to 300 + 60 + 6? How do you know? • What number is made of 3 hundreds and 15 tens?	**Key Vocabulary:** Structure Place Value 100 10 1 **Key Questions:** • What is the same about representing a number using base 10 and using place value counters? What is different? • How do you know the value of the counter? • How do you know which column to place the counter in? • How many hundreds, tens and ones is made up of? • How can you use plain counters to represent a number in a place value chart?	**Key Vocabulary:** 1 more/less 10 more/less 100 more/less 1000 Place Value **Key Questions:** • How can you show this using base 10? • How can you show this using a place value chart? • When finding 1/10/100 more/less, which place value columns does this effect? • Which digit(s) changes when you find 10 more? • What is the same and what is different about finding 1/10/100 more and 1/10/100 less?

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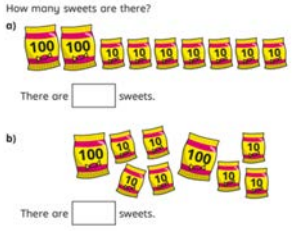
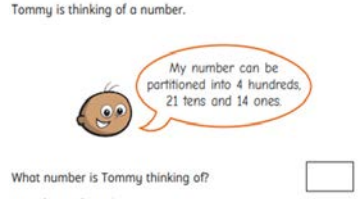
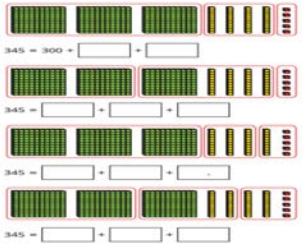
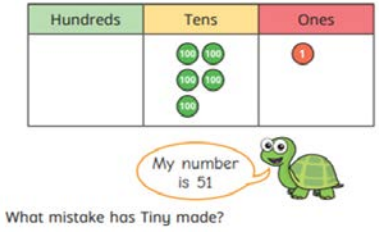
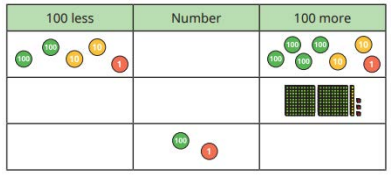
Activities	In this small step, children build on their learning from Year 2, and the earlier steps in this block, to represent numbers to 1,000 They use base 10 as the main concrete representation, along with a variety of pictorial representations. Using base 10 helps children to see that hundreds are 10 times the size of tens, in the same way that tens are 10 times the size of ones. Building numbers in a variety of ways emphasises these relationships. Children need to see numbers with zeros in different columns and be able to represent these using both concrete and pictorial representations. The idea of a placeholder is explicitly addressed in the next small step. 	In this small step, children partition numbers to 1,000 into hundreds, tens and ones. Children represent numbers in a part-whole model and identify missing parts and wholes. They write numbers in expanded form, using a part-whole model as support where needed, and identify the number of hundreds, tens and ones in a 3-digit number. Examples that include zero as a placeholder should be explicitly looked at to build on learning from the previous step. Children should be able to identify the value of any given digit in a 3-digit number. Base 10 can be used to support children's understanding. 	In the previous step, children partitioned numbers up to 1,000 in the standard way, considering how many hundreds, tens and ones were in each number. In this small step, children build on this understanding and begin to partition numbers flexibly. Children learn that a number can be broken apart, or partitioned, in a variety of different ways. Base 10 and part-whole models are particularly useful here, as children can experiment with different ways of partitioning and record their results. Challenge children to partition the same number in two, three, four and five parts. Being able to flexibly partition a number will support children later in the year when performing calculations that require an exchange. 	In this small step, children look at the structure of a number by considering how many hundreds, tens and ones it is made up of. As part of this, they are introduced to place value counters for the first time. Children should be encouraged to consider the similarities and differences between more familiar concrete resources, such as base 10, and place value counters. By describing numbers such as 253 as being made up of 2 hundred counters, 5 ten counters and 3 one counters, children can more easily begin to think of this as 2 hundreds, 5 tens and 3 ones. This is the first time children will see a place value chart that has a hundreds column, so this will need formally introducing. 	In Year 2, children found 1 more and 1 less than a given number. In this small step, they find 1, 10 or 100 more or less than a given number. The use of concrete resources supports understanding, as children can see "more" or "less" as physically adding or removing pieces of equipment. Take this opportunity to revisit place value counters and charts that were introduced earlier in the block, in order for children to recognise the effect that finding 1, 10 or 100 more or less has on this representation. 

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

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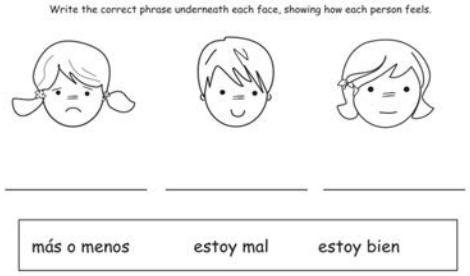
Spanish - Language Angels	ART - Kapow	PE - Get Set 4 PE
Aprendo Español LI: We are learning how to say basic greetings and how to ask someone how they are feeling as well as answer the question themselves in Spanish. During this topic in Spanish the children will have a better understanding of Spain and the Spanish speaking world and to learn how to say some basic phrases in Spanish e.g., greetings, how they are feeling, what their name is, numbers 1-10 and colours.  	**UNIT: Growing artists** **LI: we are learning to recognise how artists use shape in drawing** The children will look around at different items in the classroom, such as doors, windows, stationery and so on. Then draw any shapes they see in their sketchbooks. They can also record what the object was and the shape they see next to the sketch. As an extension or alternative to using pencils, the children can repeat their drawings using large scale paper and black paint or black ink.  	**Football** LI:Send the ball ahead of you whilst dribbling so that you can run with it. LI: Use all parts of your feet to control the ball. In pairs with one ball between them, pupils take on the roles of attacker and defender. Attacker begins with the ball at a cone 6m away from a scoring line (a side line on a playground works well). When the defender says 'go', the attacker tries to dribble past the defender to the opposite scoring line. If the defender is able to stop the ball by placing their foot on top of it, they win a point. Attackers score a point every time they successfully dribble the ball over the scoring line. Have five turns, then change roles. Q: What helps you to maintain possession?  

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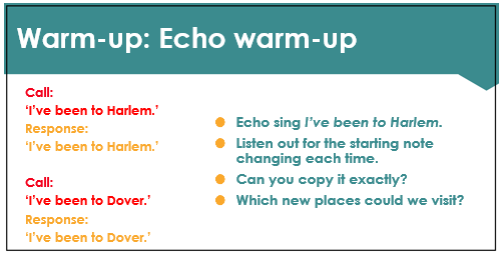
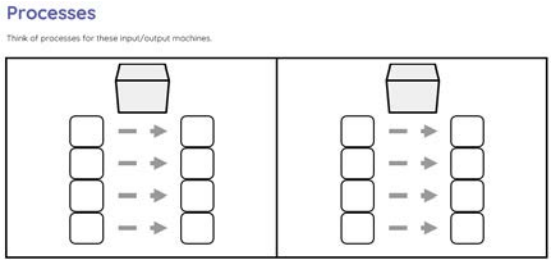
PSHCE - Jigsaw	Music - Sing Up	Computing - Barefoot and Teach Computing
Being Me in My World **LI: We are learning recognise how it feels to be happy, sad or scared and to be able to identify if other people are feeling these emotions.** This week the children will understand different emotions and how our school allows them to feel safe and happy. Working on tables, children have a large sugar paper folded in half and some chunky pens. On the left and side of the paper the children will draw their nightmare school adding a few words to explain if necessary. We will reinforce the lack of choices and opportunities that their Nightmare schools would offer. On the right hand side Wellington School children write how they feel about their school.  	I've Been to Harlem A traditional pentatonic song about travelling around the world, full of creative possibilities. Children will: • I Began to learn the song when I was in Harlem. • Listen carefully to the shape of the melody, representing the pitches using body ladder actions. • Listen to Tongo and compare two different versions.  	**Lesson 1 - How does a digital device work?** This lesson introduces the concepts of input, process, and output. These concepts are fundamental to all digital devices. **LO: To explain how digital devices function** • I can explain that digital devices accept inputs • I can explain that digital devices produce outputs • I can follow a process 

Science - Wellington Curriculum	Topic	RE

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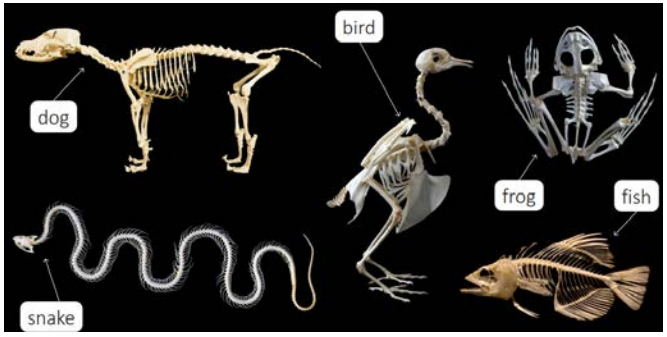
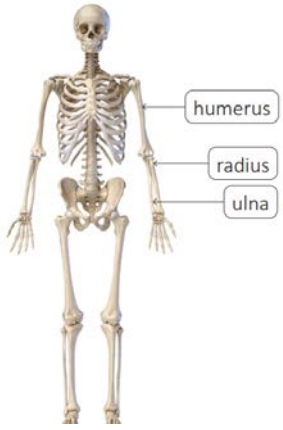
Animals including humans

LI: We are analysing the skeletal system to identify what bones are used for support, protection and movement.

This term children will be delving further into the skeleton system, looking closely at the functions of the certain bones and how they support, protect and aid with movement. Through investigations and practical activities, children will become familiar with the body, identifying bones and functions.





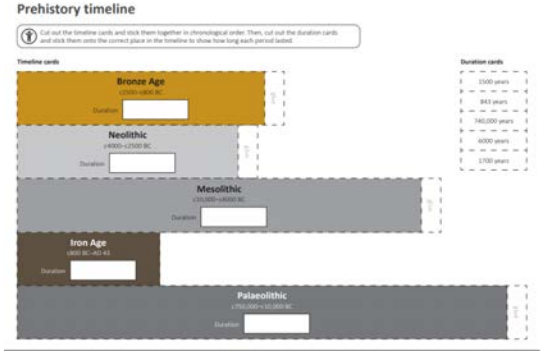
Unit 1 - Stone Age

Lesson 1 - LI: We are learning to recall what we already know about the Stone Age.

Children will be introduced to the new unit about the Stone Age. Children will recall any facts they know about the Stone Age.

Children will fill in a thinking frame.

Children will learn the terms era, century and millennium, and what BC and AD mean. They will understand what a timeline is and how to order events chronologically. Children will order the events into order.



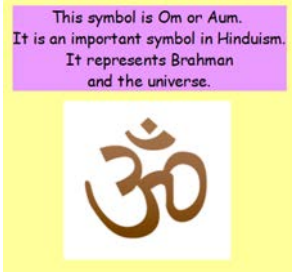
Unit 1 - Hinduism

Lesson 1 - LI: We are learning to recognise that Om/Aum are a symbol and sound used in Hinduism.

LI: We are learning to describe some key beliefs shared by Hindus.

Children will recap what they already know about Hinduism and complete a thinking frame.

Children will learn the four core beliefs of Hinduism, truth is eternal, Dharma, reincarnation and Moksha. They will learn the importance of the symbol and sound Om/Aum.



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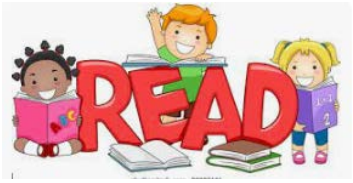
Homework

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.

Welcome meeting - Thursday 14th September 15:45 pm

Stonehenge trip - Friday 20th October