



Weekly Overview of Learning

Year Group: 3 Week beginning: 12.06.23

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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI: We are creating a thought bubble in role as the young boy from 'my name is not Refugee'.</u>	<u>LI: We are learning to create an informative poster for a charity of our choice (COLD TASK).</u>	<u>LI: We are learning about key features of an informative poster:</u>	<u>LI: We are learning to create an informative poster to raise money for refugees (HOT TASK).</u>	<u>Sports Day</u>
Speaking and Listening Focus	Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listen attentively.	Individual Learning 	Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listen attentively.	Individual Learning 	

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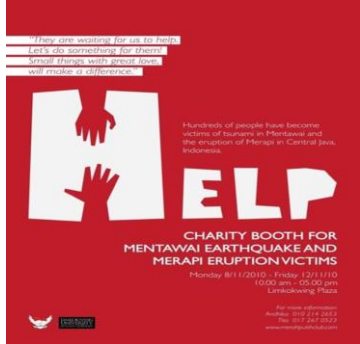

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<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p><u>Key Vocabulary:</u> Thought bubble Refugee Thoughts Feelings Emotions First Person Past Tense Role</p> <p><u>Key Questions:</u> How would you be feeling if you were this child? Why might you feel these emotions? Why do you think he is feeling these emotions? How would you feel if you were in his shoes?</p> <p>How could we write a thought bubble in the role of him? Is he only feeling negative emotions?</p>	<p><u>Key Vocabulary:</u> Independent Informative Information Key facts/ideas Charity Raising money</p> <p><u>Key Questions:</u> What is included in an information poster? What charity would you choose to raise money for? How can you make your information poster engaging?</p> <p>What tasks have we completed that are similar to an information poster? How can you include key information? How can you persuade people to donate to your charity?</p>	<p><u>Key Vocabulary:</u> Support Fund Raising Charity Community Key facts Ideas Help Activities Bake Sale</p> <p><u>Key Questions:</u> What type of event would you like to inform people about?</p> <p>Are you asking for specific items? toys for children, Tins Nappies Food</p> <p>Where will this event take place?</p> <p>Do you have instructions that people need to know?</p> <p>Is there a contact number, email address that people can contact?</p>	<p><u>Key Vocabulary:</u> Independent Informative Information Key facts/ideas Charity Raising money</p> <p><u>Key Questions:</u> How can you imbed key features into your information poster? How can you persuade people to donate and support refugees?</p> <p>What key information is needed for your refugee poster? Which key features do you consider the most important?</p> <p>Are you going to include mostly images or writing?</p>	<p><u>Key Vocabulary:</u></p> <p><u>Key Questions:</u></p>
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Activities					
<p>Activities</p>	 <p>Today the children will be writing a thought bubble in the role of the refugee child from a specific page in the book. This page highlights the negative emotions the boy could be feeling and encourages children to reach deep to explain his emotions. Each child will be provided with scaffolded sentences to stretch and challenge their abilities.</p>	 <p>Today the children will be completing an independent piece of learning, creating their own informative poster for a charity of their choice. They have had previous learning where they have created a poster focusing on key information, they are simply retrieving prior knowledge and creating an informative poster for a charity that is close to their hearts.</p>	 <p>Children will be retrieving features from a selection of informative posters. Understanding the language used, structure as well as using their creativity to relay the message. With prior understanding of disasters in the world where civilians become refugees, children understand the importance of donations and having a charitable attitude.</p>	 <p>The children would have completed a carousel learning activity to prepare themselves for today's big write. They would have been exposed to all the key features and techniques recommended to be included in an informative poster.</p> <p>The children are tasked with creating an informative poster to encourage people to donate and support refugees.</p>	

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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Topaz TEXT – The boy who grew dragons Author – Andy Shepard</p> 	<p>Sapphire Text - James and the Giant Peach Author – Roald Dahl</p> 	<p>Turquoise Text – The Unimaginary Friend Author - Guy Bass</p> 	<p>Lapis Text – Aladdin Author - Elizabeth Rudnick</p> 
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to compare angles, recognise acute and obtuse angles</u></p>	<p><u>LI: We are learning to measure and draw accurately using a ruler</u></p>	<p><u>LI: We are learning recognise and draw horizontal and vertical lines</u></p>	<p><u>LI: We are learning to find and identify parallel and perpendicular lines.</u></p>	<p><u>Sports Day</u></p>

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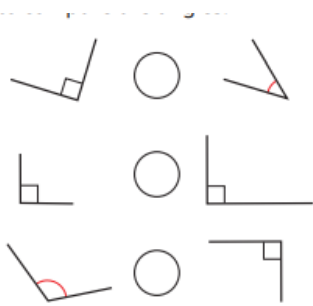
<p>Key vocabulary and key questions</p>	<p><u>Key vocabulary</u> 90 degrees Right angles Obtuse angles Acute angle Greater than Less than Quarter turn Anti clockwise Clockwise</p> <p><u>Key questions</u> How can you check if this is a right angle? Is the angle greater than or less than a right angle? Which angle is greater? What is an acute angle? What is an obtuse angle? Where can you see an acute/obtuse angle in the classroom?</p>	<p><u>Key vocabulary</u> 90 degrees Right angles Obtuse angles Acute angle Greater than Less than Quarter turn Anti clockwise Clockwise Militeres Centimetres</p> <p><u>Key questions</u> How can you hold the ruler to ensure that it does not slip? Where should you start measuring from? Where should you measure it? How long is the line in centimetres? How long is the line in millimetres? What is the length to the nearest whole centimetre? How do you know?</p>	<p>Key vocabulary Horizontal Vertical 90 degrees Right angles Obtuse angles Acute angle Greater than Less than Symmetry Militeres Centimetres</p> <p><u>Key questions</u> What is the same and what is different about horizontal and vertical lines? Where can you see horizontal and vertical lines? How could you describe a vertical/horizontal line without using the word "vertical"/"horizontal"? What could you use to help you remember what the words horizontal and vertical mean? What do you call a line that is neither horizontal nor vertical?</p>	<p><u>Key Vocabulary:</u> Parallel lines Perpendicular Right-angle Horizontal Vertical</p> <p><u>Key Questions:</u> What are parallel lines? Are these pairs of lines parallel? Why/why not? What are perpendicular lines? Are these pairs of lines perpendicular? Why/why not? Where might you see sets of parallel lines in the world around you? Where can you see sets of parallel and perpendicular lines in the classroom?</p>	
<p>Activities</p>	<p>In this small step, children explore angles that are greater than and smaller than a right angle. Encourage children to continue to think of angles as turns and describe turning less than or more than a right angle/quarter turn. They should also compare angles in shapes and lines by measuring and comparing them to a right</p>	<p>In this small step children measure and draw straight lines accurately in centimetres and millimetres. Children initially measure in whole centimetres before exploring measurements made up of centimetres and millimetres. They may also start to describe lengths to the nearest whole centimetre, for</p>	<p>In this small step, children learn to recognise and draw horizontal and vertical lines in a range of contexts. Children begin by finding horizontal and vertical lines in the classroom and the world around them. This could be related to the horizon as a means of remembering which term relates to which line.</p>	<p>In this lesson children will learn that parallel lines stay the same distance apart and never meet, whereas perpendicular lines meet at a right angle. They will have the opportunity to think about where they may find parallel and perpendicular lines in the world around them.</p> <p>Children are introduced to the arrow notation to represent parallel lines and use the right-angle symbol to show perpendicular lines.</p>	

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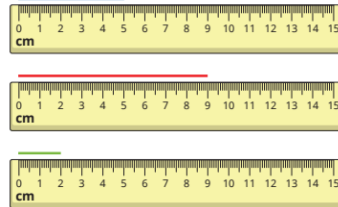
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angle. The use of a right-angle checker is a great way to support this activity. Children are introduced to the terms "acute" and "obtuse" to describe the angles. Explain that acute angles are less than a right angle, and obtuse angles are greater than 1 but less than 2 right angles.



example 8 cm and 3 mm to the nearest whole centimetre is 8 cm. Children then embed their measuring skills by using a ruler to draw lines and 2-D shapes accurately.

How long is each line?






Care should be taken to ensure that all lines have a distinct orientation and could not be perceived as sloping.

Horizontal	Vertical



Types of Lines

Intersecting lines		are lines that cross but do not make a right angle.
Perpendicular lines		would form a 90° angle if they crossed.
Parallel lines		would never touch, even if they went on forever.

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

Spanish - Language Angels

ART - Kapow

PE - Get Set 4 PE

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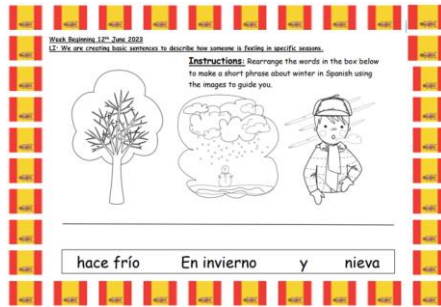
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Las Estaciones (Seasons)

LI: We are creating basic sentences to describe how someone is feeling in specific seasons.

The week the children will be extending their learning to creating a basic sentence to explain how someone is feeling in a specific season. This week is focusing on Winter.



Week Beginning 12th June 2023
LI: We are creating basic sentences to describe how someone is feeling in specific seasons.
Instructions: Rearrange the words in the box below to make a short phrase about winter in Spanish using the images to guide you.

hace frío En invierno y nieva

Sculpture

LI: We are learning about sculptor Sir Anthony Caro.
LI: We will be creating a sculpture on a large scale.

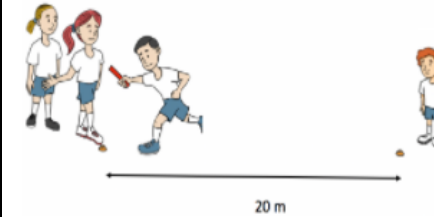
This week children will be learning about Sir Anthony Caro and how he used metal in abstract forms to create sculptures. Looking at his most famous works, children will be introduced to scale work when creating their own sculptures, using only slits and slots to connect the pieces for the structure to stand alone.



Unit: Athletics - Lesson 2

LI: To develop changeover technique in relay events.

This week children will communicate if they need to hold the batton higher or lower and work on smooth changeovers. Children will reflect on the best position to receive the batton when passing it to their partner. We will also discuss sprinting on the balls of their feet moving hands from pocket to mouth.



Unit Football - Lesson 2

LI: To develop changing direction and speed when dribbling.

Children dribble their ball around the area, exploring different ways to change speed and direction with the ball.

Q: Which part of the foot do you use to move the ball when changing direction? Inside, outside or sole could be used.

Q: What do you have to do to change the speed you are moving at? Take bigger or smaller steps to speed up and slow down.

Move the ball slightly further away from you when speeding up.

RE

Music - Sing Up

PSHCE - Jigsaw

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Multi Faith

LI: We are learning about the main beliefs of Hinduism.

This week children will be exploring Hinduism further by understanding the beliefs of the faith, practises and the importance they hold to those who follow the faith. Children will be asked to identify the main beliefs of Hinduism and explain the importance of each element.

Moksha	Truth is the only reality.	Dharma	It means liberation of the soul from the cycle of death and rebirth.
Reincarnation	According to this belief it is necessary to do the right thing at all times.	Karma	good and bad actions committed during each life affects which body they are reborn into.
		Truth is eternal	



Chilled out clap rap

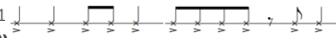
This unit is built around a laid-back rap with accompanying clapping patterns and plenty of dynamic contrast. It offers opportunities for physical and creative activities that will help pupils develop their understanding of beat and rhythm.

LI: We are exploring how to create a collective clapping rhythm with offbeat accompaniments.

Children will:

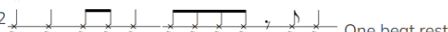
- Learn a football rhythm piece.
- Clap an offbeat accompaniment.
- Perform the song in three groups.

Part 1
(X 10)



Count 1 2 3 4 5 6 7 8

Part 2
(X 9)



Count 1 2 3 4 5 6 7 8 9

Changing Me

LI: We are learning where babies grow and what is needed to ensure they grow healthily.

This week the children will explore how babies grow inside their mothers tummies and what is needed for them to grow healthily.

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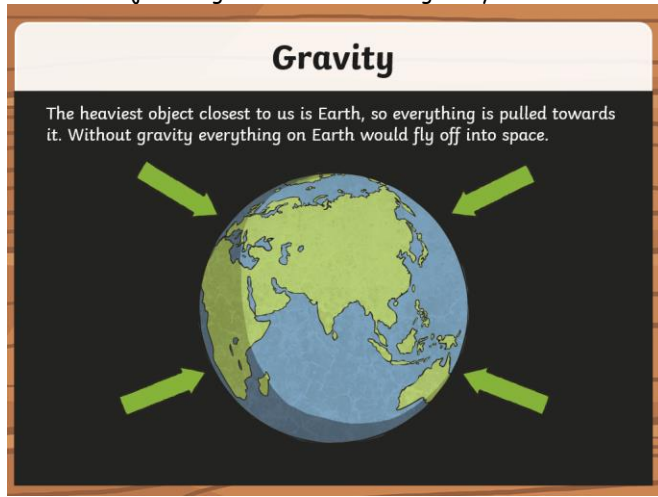
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Unit: Forces and Magnets

LI: we are learning about gravity and conducting the bouncy ball experiment to help us to understand how gravity works

This week children will be learning all about gravity and how gravity affects forces. Children will then be conducting their own experiment using different types of balls (football, basketball, tennis ball and bouncy balls) this will help them to see how different object weight has an effect on gravity.



Topic - Eurozone

LI: We are learning to locate countries in Europe on a map using an Atlas.

This week children will learn about different aspects of Europe and locate countries and capital cities within it using a map. They will learn about Europe's population and climate and identify the physical features of Europe.



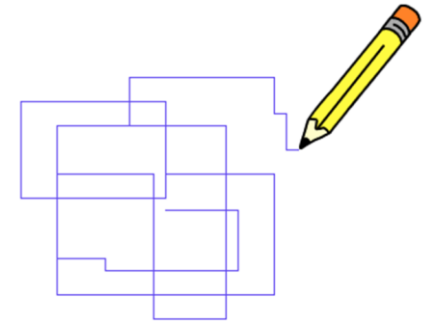
Unit - Programming B - Events and actions in programs

LI: We are learning to adapt a program to a new context

Success Criteria:

- I can use a programming extension
- I can consider the real world when making design choices
- I can choose blocks to set up my program

This lesson will introduce learners to extension blocks in Scratch using the Pen extension. Learners will use the pen down block to draw lines, building on the movement they created for their sprite in Lesson 2. Learners will then decide how to set up their project every time it is run.



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

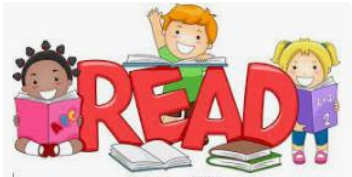
Maths

REMINDERS - trips/events/items to bring in

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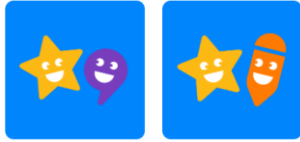


Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.

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.



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!



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.

