

Weekly Overview of Learning

Year Group: 3 Week beginning: 13.11.23



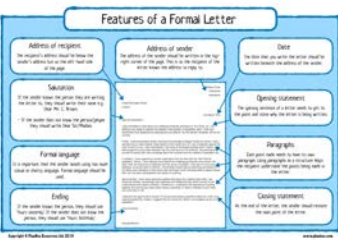

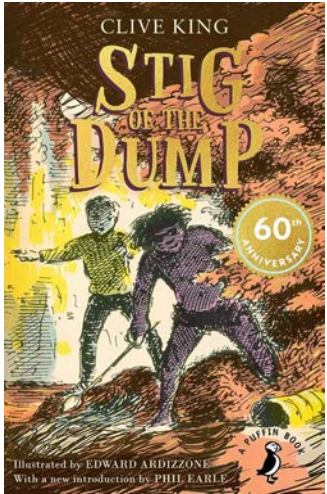
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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>LI: We are analysing and collecting the thoughts, feelings and questions of Barney towards Stig of the Dump.</u>	<u>LI: We are analysing and collecting the thoughts, feelings and questions of Barney towards Stig of the Dump.</u>	<u>LI: We are learning the key features of a letter.</u>	<u>LI: We are writing a letter to Stig as Barney, using the key letter features (HOT TASK)</u>	<u>LI: We are self-assessing our letters and correcting mistakes.</u>
Speaking and Listening Focus	Independent learning. Children can show flair and originality through choice of language and adjectives.	Independent learning. Children can show flair and originality through choice of language and adjectives.	Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listening.	Team/Collaborative Learning. Children will use self-assessment skills to analyse how to edit and improve our work.	Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listening.
Key vocabulary and Key Blooms higher order thinking questions	<p>Key Vocabulary Analysing Collecting ideas Thoughts Feelings Questions Chapter 3 Retrieval Inference Understanding Comprehension</p> <p>Key Questions What are Barney's feelings towards Stig so far in our class text? What thoughts does Barney have regarding Stig so far in our class text? Does Barney have any questions about Stig so far in our class text? What do we know so far about the relationship between Barney and Stig? Do we know enough information about Barney and Stigs relationship?</p>	<p>Key Vocabulary Analysing Collecting ideas Thoughts Feelings Questions Chapter 3 Retrieval Inference Understanding Comprehension</p> <p>Key Questions What are Barney's feelings towards Stig so far in our class text? What thoughts does Barney have regarding Stig so far in our class text? Does Barney have any questions about Stig so far in our class text? What do we know so far about the relationship between Barney and Stig? Do we know enough information about Barney and Stigs relationship?</p>	<p>Key Vocabulary Address Date Key Features Layout Sign off Emotive Language Dear Your faithfully Yours Sincerely</p> <p>Key Questions What are the key features of a letter? How did Barney display his feelings towards Stig? Can you identify Barney's thoughts when discussing Stig? What is emotive language? When did Barney show concern towards Stig? Can you highlight Barney's thought process? Does Barney have positive or negative feelings/thoughts towards Stig? How can you express Barney's feelings towards Stig?</p>	<p>Key Vocabulary Address Date Key Features Layout Sign off Emotive Language Dear Your faithfully Yours Sincerely</p> <p>Key Questions Have you identified the key features of a letter? What emotive language have you included? Can you describe Barney's thoughts and feelings? Will you be writing in 1st, 2nd or 3rd person? How does Barney describe Stig? Have you included all key features?</p>	<p>Key Vocabulary Address Date Key Features Layout Sign off Emotive Language Dear Your faithfully Yours Sincerely</p> <p>Key Questions What did you not include from the key features? Have you used emotive language? Did you include every time, every piece? Where can you make improvements? In chapter 4, how has Barney and Stig's relationship developed? What information led you to believe there is a change in the relationship between Barney and Stig? What development have Barney and Stig made to the den? Where in the text does it state....?</p>

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<p>Activities</p>	<p>This lesson will take place over two days to ensure they children are collecting and analysing the correct information from the class text that translates to any thoughts, feelings and questions Barney may have towards Stig,</p> <p>The children will use their knowledge of the first three chapters of the text to create a categorising frame for the thoughts, feelings and questions that Barney has towards Stig. They will retrieve all of this information from the class text, using their retrieval and inference skills.</p> 	<p>This lesson will take place over two days to ensure they children are collecting and analysing the correct information from the class text that translates to any thoughts, feelings and questions Barney may have towards Stig,</p> <p>The children will use their knowledge of the first three chapters of the text to create a categorising frame for the thoughts, feelings and questions that Barney has towards Stig. They will retrieve all of this information from the class text, using their retrieval and inference skills.</p> 	<p>Children will be revisiting their understanding of how to structure a letter, as well as highlighting the key features in order to write emotively to Stig as Barney.</p> <p>In this lesson children will be deconstructing a letter in order to analyse and reinterpret how to understand the key features and use them appropriately when constructing their letter to Stig. They will also be exposed to emotive vocabulary to be able to write about their thoughts and feelings towards Stig and his living conditions.</p> 	<p>Today's lesson is where the children will be writing their emotive letter to Stig as Barney. Students are asked to use their prior knowledge as well as their new ideas in order to express themselves emotionally regarding Stigs lifestyle.</p> <p>As a hot task, children are equipped with the required information to draw on their own understanding of emotions and write in the character of Barney.</p> 	<p>Children will be analysing and correcting their letters focusing on emotive language and key features.</p> <p>After editing their letters, we will be reading chapter 4 to find out what Barney and Stig are getting up to.</p> 
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Class Text – Reading Aloud
20 mins each day

Topaz

TEXT – The BFG
Author – Roald Dahl



Sapphire

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



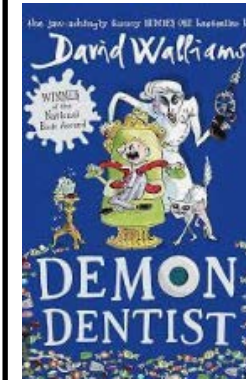
Turquoise

Text – Skeleton Keys
Author - Guy Bass



Lapis

Text – Demon dentist
Author - David Walliams



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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Key vocabulary and key questions</p>	<p>LI: We are learning to identify mathematical statements using pictorial representations, to deepen my understanding of the 4 timetables.</p> <p>Key vocabulary 4 timetables Multiply Divide Equal groups Sharing Grouping Partition Effective strategies</p> <p>Key questions How many equal groups are there? How many lots of 4 do you have? What can you partition into to help you multiply by 4? What strategy can you use when multiplying by 4? What strategy can you use when dividing by 4?</p>	<p>LI: We are learning to multiply by 8 by using our knowledge of the 4 timetables.</p> <p>Key vocabulary 8 timetables Multiply Doubling Commutativity Groups of Equal Same Array Number sentence</p> <p>Key questions How many equal groups are there? How many are in each group? How can you write a number sentence to show this? How many lots of 8 do you have? What is the relationship between multiplying by 4 and multiplying by 8?</p>	<p>LI: We are learning to divide by 8 using sharing and grouping.</p> <p>Key vocabulary 8 timetables Multiply Divide Doubling Halving Groups of Equal Same Array Sharing Grouping</p> <p>Key questions How can you share into 8 equal groups? How can you put them into equal groups of 8? What is the difference between sharing and grouping? Is this question asking you to share them or group them? How do you know? How can you show that dividing by 8 is the same as dividing by 2 three times?</p>	<p>LI: We are using our knowledge of dividing, grouping and sharing to deepen our understanding of the 8 times table.</p> <p>Key vocabulary Multiple equal groups lot's of times array sharing grouping divide</p> <p>Key questions How many lots of 8 do you have? How many groups of 8 are there in ? What can you partition into to help you multiply by 8? What can you partition into to help you decide whether it is in the 8 times-table? What strategy can you use when multiplying/dividing by 8?</p>	<p>LI: We are learning to recall our 2s, 4s and 8 times table.</p> <p>Key vocabulary Multiple equal groups lot's of times array sharing grouping divide 2s, 4s, 8s</p> <p>Key questions What is the relationship between multiplying by 4 and multiplying by 8? How can you show that multiplying by 4 is the same as multiplying by 2 and then by 2 again? How can you show that dividing by 4 is the same as dividing by 2 and then by 2 again?</p>

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Activities	<p>Children draw together their knowledge of multiplying and dividing by 4 in order to deepen their understanding of the 4 times-table. They will use concrete manipulatives and pictorial representations.</p> <p>The pictogram shows the animals a group of children have as pets.</p> <p>Complete the pictogram.</p> <table border="1" data-bbox="264 486 607 624"> <thead> <tr> <th>Animal</th> <th>Pictogram</th> <th>Number of animals</th> </tr> </thead> <tbody> <tr> <td>cat</td> <td></td> <td></td> </tr> <tr> <td>dog</td> <td></td> <td>28</td> </tr> <tr> <td>bird</td> <td></td> <td></td> </tr> <tr> <td>mouse</td> <td></td> <td></td> </tr> </tbody> </table> <p>Links could be made between the 4 times-table and the 5 times-table. Children should recognise that multiplying a number by 4 is the same as multiplying that number by 5 and then subtracting 1 lot of it.</p> <p>What multiplications and divisions does the array show? Complete the number sentences.</p> <div data-bbox="315 911 577 1015"> <p> ____ × ____ = ____ ____ × ____ = ____ ____ ÷ ____ = ____ ____ ÷ ____ = ____ </p> </div>	Animal	Pictogram	Number of animals	cat			dog		28	bird			mouse			<p>Children will build on their knowledge of the 4 times-table to multiply by 8.</p> <p>Children apply their knowledge of equal groups and use concrete manipulatives and pictorial representations to explain the link between counting in 8s and multiplying by 8.</p> <p>Children will recognise that each multiple of 8 is double its equivalent multiple of 4, and may take this further to realise that multiplying by 8 is the same as doubling three times. Children may also recognise that calculating 8 lots of a number is the same as calculating 10 lots of the same number and subtracting 2 lots of it. Children also explore the commutativity of multiplication.</p> <div data-bbox="768 839 943 871"> </div> <p>Complete the sentences.</p> <p>How many legs do 5 spiders have altogether?</p> <p>There are ____ legs on each spider.</p> <p>____ + ____ + ____ + ____ + ____ = ____</p> <p>____ × 8 = ____</p> <p>____ spiders have ____ legs altogether.</p>	<p>Children will apply their knowledge from the last lesson and explore dividing by 8 through sharing into 8 equal groups and grouping into 8s.</p> <p>32 coins are shared between 8 people. How many coins does each person get?</p> <div data-bbox="1144 373 1357 472"> </div> <p>Children will identify whether the question involves sharing or grouping and use appropriate concrete manipulatives or pictorial representations to support their understanding.</p> <p>They will recognise that dividing by 8 is the same as dividing by 2 three times, or halving three times.</p> <p>Here are 32 buttons.</p> <div data-bbox="1155 810 1283 879"> </div> <ul style="list-style-type: none"> ▶ Share the buttons into 8 equal groups and complete the sentence. 32 shared into ____ equal groups is ____ ▶ Circle groups of 8 buttons and complete the sentence. There are ____ groups of 8 in 32 <p>What is the same? What is different?</p>	<p>In this small step, children draw together their knowledge of multiplying and dividing by 8 in order to deepen their understanding of the 8 times-table. Children continue to use concrete manipulatives and pictorial representations within this step. They use arrays to support their understanding of partitioning, for example $7 \times 8 = 5 \times 8 + 2 \times 8$. Children continue to explore the commutativity of multiplication: if $3 \times 8 = 24$, then $8 \times 3 = 24$</p> <p>Children could be stretched to consider finding numbers in the 8 times-table that are greater than 96. They should use their understanding of partitioning to support them with this, for example $10 \times 8 + 6 \times 8 = 128$ so 128 is in the 8 times-table.</p> <div data-bbox="1447 959 1697 1046"> </div> <div data-bbox="1391 1086 1767 1166"> <p>I'm going to make an array to show 3×8</p> </div>	<p>So far, children have explored multiplying by 2, 4 and 8 in detail, but focused on one particular skill at a time. Although they may have begun to make links between them, this small step provides children with explicit opportunities to make connections between the 2, 4 and 8 times-tables. 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 then 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 $56 \div 2 \div 2 \div 2$</p> <p>Complete the table.</p> <table border="1" data-bbox="1883 967 2175 1094"> <thead> <tr> <th>×</th> <th>2</th> <th>4</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>6</td> <td></td> <td></td> </tr> <tr> <td></td> <td>10</td> <td>20</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>72</td> </tr> </tbody> </table> <p>What do you notice?</p>	×	2	4	8	3	6				10	20					72
Animal	Pictogram	Number of animals																																		
cat																																				
dog		28																																		
bird																																				
mouse																																				
×	2	4	8																																	
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Spanish - Language Angels	ART - Kapow	PE - Get Set 4 PE
<p style="text-align: center;">Los Animales</p> <p><u>LI: We are learning how to introduce each of the animals in Spanish. (carried forward)</u></p> <p>In Spanish this week the children are going to be learning how to introduce each of the animals. They will be learning how to use the appropriate introduction of "Soy" for each of the 10 animals.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  Soy... _____ </div> <div style="text-align: center;">  Soy... _____ </div> <div style="text-align: center;">  Soy... _____ </div> <div style="text-align: center;">  Soy... _____ </div> <div style="text-align: center;">  Soy... _____ </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  Soy... _____ </div> <div style="text-align: center;">  Soy... _____ </div> <div style="text-align: center;">  Soy... _____ </div> <div style="text-align: center;">  Soy... _____ </div> <div style="text-align: center;">  Soy... _____ </div> </div>	<p><u>Unit 2 - Lesson 2</u></p> <p><u>LI: We are exploring how natural products produce pigments to make different colours.</u></p> <p>In this lesson children will be exploring natural pigments and how they are produced. By collecting materials on a nature hunt, children are asked whether it will leave a pigment to use as paint, exploring the idea that people during the Stone Age would have used these items.</p> <p>Once they have collected enough material, they are then asked to create an image using their naturally made paint.</p> 	<p><u>Unit 3 - OAA</u></p> <p><u>LI: We are learning to involve all team members to work towards a shared goal.</u></p> <p>Row the boat race: In pairs, pupils sit behind each other at a start line. The front pupil holds the ankles of their partner. On the teacher's command, pupils use their arms and legs to move their body along, like a rowing action. The first team over the finish line wins.</p>  <p><u>Unit 4 - Dodgeball</u></p> <p><u>LI: We are learning to develop catching and learn the rules of the skill within this game.</u></p> <p>Children will be learning to use two hands to catch the ball and what when the ball comes towards them.</p> <p>Catching caterpillar: In groups of four, pupils will create two gates with the cones and stand opposite each other. Pupils throw to their teammate opposite who moves through the gate to catch it then runs to join the back of the queue opposite.</p> 
PSHCE - Jigsaw	Music - Sing Up	Computing - Teach Computing

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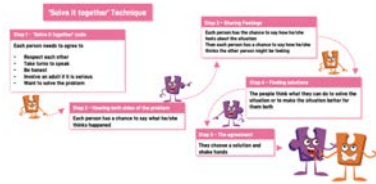
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Unit 2 Celebrating Differences - lesson 2

L.T: We are learning to understand that differences and conflicts sometimes happen among family members. (carried forward)

Children will understand the work conflict, and acknowledge that people have disagreements or conflicts, but there are ways to solve it.

Children will learn a technique to help them solve different conflicts that they may have in their family such as arguing over a toy.



Children will write a solution on a range of family conflicts using the given technique.

Unit 3 - Latin Dance

L.T: We are learning to get the rhythms of salsa into our bodies through movement. (carried forward)

In this week's Music we are beginning our new topic of Latin Dance. The children will begin by listening to traditional latin music and start to feel the rhythm, they can tap/drum/move to the beats they can hear and make their own embodiment of the music. Once the children have an understanding of the music, they will be learning simple salsa dancing to accompany the music.



Unit 2 - Stop Motion Animation

L.T: We are learning to plan our stop-motion animations.

During this lesson, they will create a storyboard showing the characters, settings, and events that they would like to include in their own stop-frame animations next lesson. This is a preparation lesson for the children to make their decisions!

Create a storyboard to show the setting, characters, and events in your animation.

Beginning	Middle	End

Science - Cornerstones

Topic - Cornerstones

RE

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Unit 2 - Lesson 1 and 2

LT: We are learning how to use data as evidence to effectively answer questions

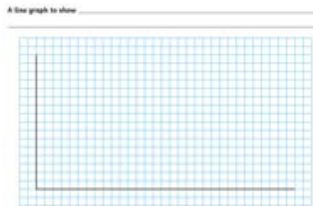
Skill: to gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy

Using our data from last week we are now going to create our own bar chart.

Step 1: Write the date and LI (not skill)

Step 2: Copy your table from last week (surface and frictional force)

Step 3: Then stick the template bar chart onto next page



Lesson 2

LT We are learning to use data as evidence to answer questions about frictional forces.

Using our bar chart and results, children will answer questions about the data they found and whether their predictions were correct or not.

1. Were there differences in the frictional forces between the surfaces and shoe?

yes no

2. Which surface had the greatest frictional force with the sole of the shoe?

What was this surface like?

3. Which surface had the smallest frictional force with the sole of the shoe?

What was this surface like?

4. Were your predictions correct? yes no

Explain your answer.

Unit 1 - Geography - Our Planet, Our World

Lesson 1:

LT: We are recalling what we already know about maps.

To start our new topic of Geography, the children will fill out a defining frame with all the information they already know about this subject as well as our topic of 'our planet, our world'.

The children will additionally be prompted with two reflective lens questions to scaffold their thinking.



Lesson 2:

LT: We are learning to locate countries on a map using atlas'.

The children will be becoming familiar with atlas' and using them to locate countries and their capital cities. The children will be encouraged to look through the atlas, initially spotting what is in an atlas and what it can be used for.

Once the children gain confidence using the atlas, they will be locating countries and their capital cities using keys.



Hinduism - Lesson 3

LT: We are learning about special Hindu festivals and their significance to the religion.

This week in RE the children will be learning about the different Hindu festivals and their significance to the religion.

Main Hindu Festivals

Hindus celebrate many special days during the year. You will learn about 3 of the main festivals in this lesson.



The children will be completing a table, answering key questions about each festival and why it is important. The children will be scaffolded with information by which they will draw out the key answers for their table.

[Week beginning 13th November 2023](#)

[LT: We are learning about special Hindu festivals and their significance to the religion.](#)

Hindu Festivals

	Holi	Navaratri	Diwali
What is another name for this festival?			
When is this festival held (i.e. season or month of the year)?			
What special story is linked to the festival?			
Write down the key words/phrases that will help you retell the story.			
Are there any other stories linked to this festival?			
Which Hindu deities are celebrated during this festival?			
How do Hindus celebrate the festival?			

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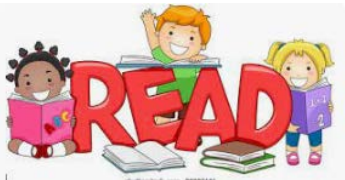
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Homework

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.



ODD SOCKS - on Monday

13th wear

Pudsey - Friday 17th please wear RAINBOW colours!

Stonehenge trip - 27th November (Lapis and Turquoise) and 4th December 2023 (Sapphire and Topaz)