



Weekly Overview of Learning

Year Group: 3 Week beginning: 13.03.23

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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>LI: We are writing a newspaper article on the eruption of Mount Vesuvius. (continuation from previous week)</p>	<p>LI: We are learning to collate descriptive words from our class text focusing on key techniques such as subordinate clauses, personification, onomatopoeia and senses.</p>	<p>Year group is closed due to industrial action</p>	<p>Year group is closed due to industrial action</p>	<p>LI: We are comparing and contrasting the differences between the setting before and after the Pompeii eruption focusing on the third person perspective.</p>
<p>Speaking and Listening Focus</p>	<p>Through think, pair share the children will listen to each other's ideas and share these with the class.</p> <p>Independent learning.</p>	<p>Through think, pair share the children will listen to each other's ideas and share these with the class.</p> <p>Collaborative learning.</p> 			<p>Through think, pair share the children will listen to each other's ideas and share these with the class.</p> <p>Collaborative learning.</p> 

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<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p><u>Key Vocabulary:</u> Catchy Headline Subheadings Chronology Paragraphs (what, where, when, who, why) Rhetorical Questions Pictures with captions Direct Speech Formal Language Third Person Past Tense</p> <p><u>Key Questions:</u> What is a news article? What does a new article include? What are the key features of a news article?</p>	<p><u>Key Vocabulary:</u> Descriptive Third Person Subordinate Clause Personification Onomatopoeia Senses - hear, see, touch, taste, smell</p> <p><u>Key Questions:</u> What is a subordinate clause? What is personification? What is onomatopoeia?</p> <p>What would they have been able to hear, see, touch, taste, smell?</p> <p>Can you skim and scan the text to find these techniques?</p>			<p><u>Key Vocabulary:</u> Descriptive Third Person Subordinate Clause Personification Onomatopoeia Senses - hear, see, touch, taste, smell Find and Copy (technique) Retrieve Compare Contrast Before/After</p> <p><u>Key Questions:</u> What is a subordinate clause? What is personification? What is onomatopoeia?</p> <p>What would they have been able to hear, see, touch, taste, smell?</p> <p>Can you skim and scan the text to find these techniques?</p> <p>How can you compare/contrast these settings?</p>
<p>Activities</p>	<p>In this lesson the children will be completing a cold task by writing a newspaper article about the eruption of Mount Vesuvius.</p>	<p>All children complete a quadrant finding senses, subordinate clauses, personification, onomatopoeia and senses. This will help with their setting description.</p>			<p>Today we are comparing and contrasting the similarities and differences between before and after the eruption. The children will complete a contrast frame to show the direct similarities and differences.</p>

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<p>Cold Task You need to be able to create a news article on the eruption of Mount Vesuvius. Use your prior knowledge of Volcanoes and our new text to help you.</p> 	<p>Journal 14th March 2023</p> <p>Use this as a starting point to create descriptive writing from our class text focusing on the techniques such as adjectives, nouns, personification, onomatopoeia and verbs.</p> 			
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Class Text – Reading Aloud
10-15 mins each day


Topaz
 TEXT – The Puffin Keeper
 Author – Michael Morpurgo



Sapphire
 Text - James and the Giant Peach
 Author – Roald Dahl



Turquoise
 Text – The Unimaginary Friend
 Author - Guy Bass



Lapis
 Text – The boy who grew dragons
 Author - Andy Shepherd



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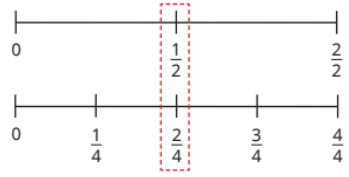
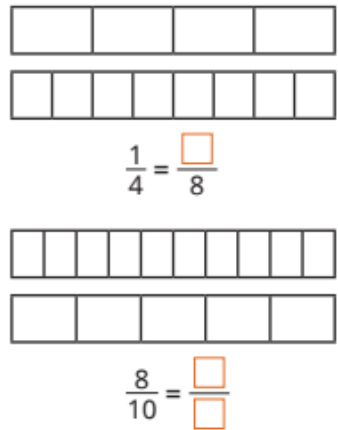
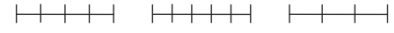
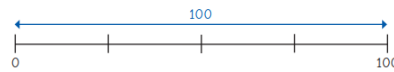
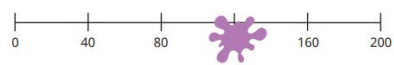
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are exploring number lines to identify equivalent fractions on a number line.</u></p>	<p><u>LI: We are further developing our understanding of fractions using bar models.</u></p>	<p>Year group is closed due to industrial action</p>	<p>Year group is closed due to industrial action</p>	<p>LI: We are learning to explore mass in kilograms and grams using number lines.</p>
<p>Key vocabulary and key questions</p>	<p><u>Key Vocabulary:</u> Numerator Denominator Equivalent Split Number line Amounts Divisions</p> <p><u>Key Questions:</u></p> <p>What other word does "equivalent" remind you of?</p> <p>What are equivalent fractions?</p> <p>What are the start and end numbers of each number line?</p> <p>Which fractions are in line with ?</p> <p>How do you know it's equivalent to?</p> <p>When drawing number lines to show equivalent fractions, why is it important that your number lines are equal in length?</p> <p>What do you notice about the numerators and denominators of the fractions that are equivalent to 1/2, 1/3, 1/4 ...?</p>	<p><u>Key Vocabulary:</u> Numerator Denominator Equivalent Split Number Line Amounts Divisions Bar models Equal Intervals Divisions</p> <p><u>Key Questions:</u></p> <p>What are equivalent fractions?</p> <p>What does each whole bar model show?</p> <p>How many equal parts has the bar model been split into?</p> <p>What fraction does this show?</p> <p>How do you know it is equivalent to ?</p> <p>When drawing bar models to find equivalent fractions, why do the bar models have to be the same length?</p> <p>How can splitting each part of the</p>			<p><u>Key Vocabulary:</u> kilograms grams mass number lines intervals</p> <p><u>Key Questions:</u></p> <p>What is the value at the start of the number line?</p> <p>What is the value at the end of the number line?</p> <p>How many equal parts is the number line split into?</p> <p>What is the value of each interval on the number line?</p> <p>What is the value of each part if 100 is divided into equal parts?</p> <p>What is the same/different about these two number lines?</p> <p>What does this mark on the number line represent? How do you know?</p>

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		bar model into the same number of smaller parts help you to find equivalent fractions?			
<p>Activities</p>	<p>The children will be exploring equivalent fractions, by comparing multiple number lines and</p> <p>To understand equivalent fractions, children will focus on identifying fractions which are aligned using number lines. The objective is to group and find relationships between fractions.</p> <p>$2/2 = 4/4$</p> 	<p>Children will be exploring fractions using a number line and identifying equivalent amounts/values.</p> <p>With visual representation children can compare values and deepen their understanding that fractions with different numerators and denominators can equal to the same amount.</p> 			<p>The children will become more familiar with using scales to read measurements. The focus is on dividing 100 into 2/4/5/10 equal parts using number lines,</p> <p>By working out what the interval gaps are on a number line, children become more experienced at reading scales in the context of measurement. They learn what size groups are made when 100 is split into equal parts.</p> <p>How many equal parts has each number line been split into?</p>  <p>Tommy is labelling this number line.</p>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>$100 \div 4 = 25$ The number line is counting up in 25s.</p> </div> <p>Dani divides 200 into 5 equal parts on a number line. She spills some paint. What number is the paint covering?</p> 

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

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DT/Art - Kapow

Prehistoric Painting

LI: To apply painting skills when creating collaborative art work.

Children will work in groups to create a large piece of artwork, looking at techniques and skills that were used during prehistoric times. They will also be exploring how to make their own colour from the previous week.



RE

LI: We are learning to ask a range of interesting questions in preparation for our mosque visit

Children will work in groups on sugar paper and think of questions they would like to ask the Imam at the Mosque. They will be reminded of features of a mosque and complete a question matrix to take with them next week.

LI: We are learning to ask a range of interesting questions in preparation for our mosque visit

How does the Q Matrix help us?
It helps you develop the skill of asking rich, higher-order questions about objects, events, ideas, and places in their environment

Let's think of some questions we may want to ask when we visit the mosque

	Lower	>	>	>	>	>	>	>	Higher
Lower	Is?	Did?	Can?	Would?	Will?	Might?			
What?	What is the name of the mosque?					Where is the mosque?			
Where?									
When?									
Who?									
Why?							This is where Is? and What? meet		
Higher									Which 2 question words meet here?
	How?								

PE - Get Set 4 PE

Unit: Dance - Lesson 4

LI: To remember, repeat and create actions to represent an idea

Children will move with clear confident actions using counts of 8 to help stay in time with each other and the music. They will work with a partner, sharing ideas and finding ways to improve their actions.



Unit: Rounders - Lesson 4

LI: To field a ball using a two handed pick up and a short barrier


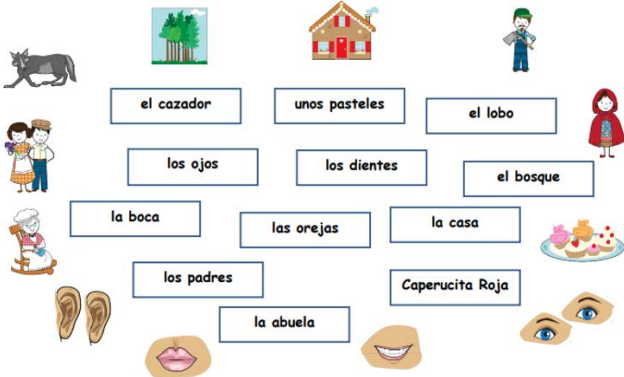

Children will learn to move their feet to stay in line with the ball as it comes towards them. Pupils stand approx. 7m away from each other. One pupil starts by rolling the ball to their partner. Receiver uses a short barrier to stop the ball and then returns it using an over arm throw. Pupils have five turns each and then switch.



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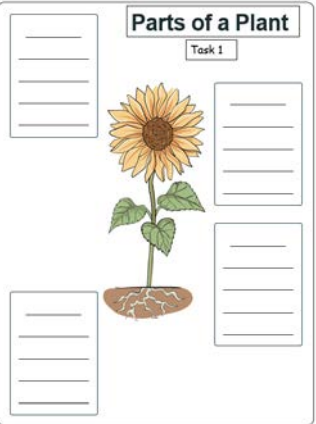
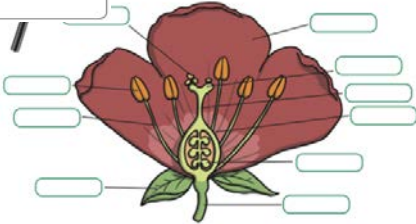

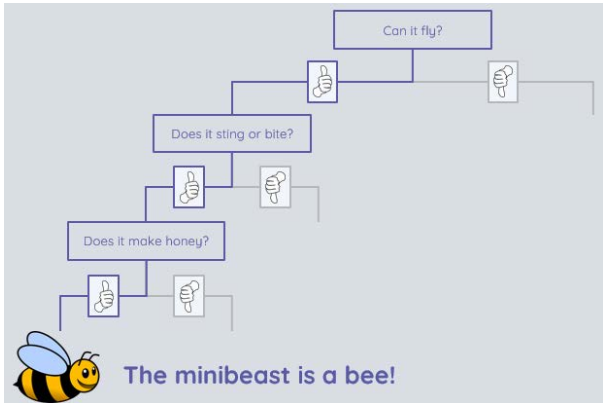
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Music	Spanish	PSHCE
<p>This unit is based upon the 'March' from The Nutcracker by Tchaikovsky. It follows the rondo form structure, embracing its repeating nature of musical themes.</p> <p>Lesson 3: This is the final lesson in this learning sequence.</p> <p>This lesson will be a consolidation of all their prior learning as well as embedding their prior learning into learning new things. They will be recognising the different sections in a piece of music that form a rondo structure and actively listen to music and respond through movement (cross curricular think with PE).</p> 	<p>LI: We are adding the key words and images to the forest to indicate where they believe each part occurred in the story of Little Red Riding Hood.</p> <p>This week in Spanish children will create their own map using key words they have learnt from last week's body parts lesson. They will also sequence the story using a story map template.</p> 	<p><u>LI: We are learning to express how being anxious or scared feels</u></p> <p>Children will be learning the difference between emergency situations and non-emergency situations. They will explore who they feel safe with and where they feel safe.</p> 

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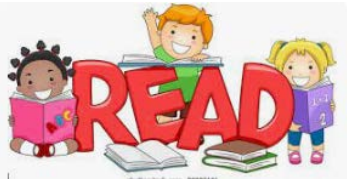
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Science - Wellington Curriculum	Topic (History) - Wellington Curriculum	Computing - Barefoot and Teach Computing
<p style="text-align: center;">Plants</p> <p>During this unit of work, children will build upon their previous knowledge of plants and trees from Year 2 where children find out what plants need in order to stay healthy once they have grown. They will identify and describe the functions of the different parts of plants. They will explore what plants need for life and growth. Children will also look at seeds and explore the different ways that plants disperse their seeds.</p> <p><u>LI: We are learning to identify, locate and describe the functions of different parts of flowering plants.</u></p> <p>This week in Science the children will be learning all about the key parts of a flower and their functions. The children will begin by looking at the outside features that they should have already been exposed to in year 2. To move their learning on they will be exploring the internal parts and their features.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center;">Parts of a Plant</p> <p style="text-align: right; font-size: small;">Task 1</p>  </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center;">Inside a Plant</p> <p style="text-align: right; font-size: small;">Task 2</p>  </div> </div>	<p style="text-align: center;">Romans</p> <p>In this unit about the Romans, children will learn about the spread of the Roman Empire. They will learn how Britain changed after the invasion and conquest by the Roman army in AD 43 and about the impact on daily life. Children will learn about the Roman legacy and will explore key historical terms such as 'empire', 'invasion' and 'conquest'.</p> <p><u>LI: We are writing a fact file on Boudica, including key facts and events.</u></p> <p>Last week children were introduced to the rebellion Boudica and why she revolted against the Romans.</p> <p>In this lesson children will use the information they learnt from the previous week to create a fact file on Boudica, ensuring they use key features like subheadings and captions.</p> <div style="text-align: center; margin-top: 20px;">  <p style="font-size: x-small; margin-top: 5px;">BOUDICCA: When my husband died, he left his kingdom both to me and the Roman emperor.</p> </div>	<p style="text-align: center;">Data and Information</p> <p>Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.</p> <p>LI: To create a branching database</p> <ul style="list-style-type: none"> I can select objects to arrange in a branching database I can group objects using my own yes/no questions I can test my branching database to see if it works <p>All learners will be using the online database tool j2data Branch to create their own branching database which is following on from last week's learning of categorising. The learners will use the term 'attribute' to describe objects, this links with Science as a cross-curricular learning opportunity.</p> <div style="text-align: center; margin-top: 20px;">  <p style="font-weight: bold; color: blue; margin-top: 5px;">The minibeast is a bee!</p> </div>

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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.



Red nose day - 17th March - Dress in Red

Continue with Readathon

Trip the Hounslow Mosque - 21st March