

# Weekly Overview of Learning

Year Group: 3    Week beginning: 15.01.24

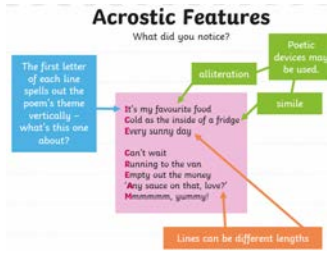


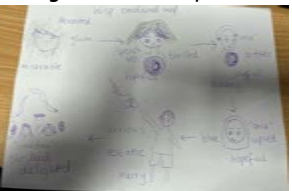

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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>LT: We are learning to identify the features of an acrostic poem</u>	<u>LT: We are learning to plan and develop our own acrostic poem</u>	<u>LT: We are learning to create our own acrostic poem using our class text 'the wisp'</u>	<u>LT: We are creating our own information poster (COLD TASK)</u>	<u>LT: We are learning to understand a characters feelings and create an emotional map</u>
Speaking and Listening Focus	Collaborative learning.  Think, pair, share and class discussion. Children will take turns in speaking and listening.	Collaborative learning.  Think, pair, share and class discussion. Children will take turns in speaking and listening.	Independent learning  Children will complete independent learning/writing tasks.	Independent learning.  Children will complete independent learning/writing tasks.	Team/Collaborative Learning.  Children will use self-assessment skills to analyse how to edit and improve our work.
Key vocabulary and Key Blooms higher order thinking questions	<p><b><u>Key Vocabulary</u></b> Acrostic Poem Hope Wish Promise Features Poetry Refugees</p> <p><b><u>Key Questions</u></b> What is an acrostic poem?  What does Refugee mean?  What features can you see?  What does a good one look like?  How can we create our own acrostic poem for the book Wisp?</p>	<p><b><u>Key Vocabulary</u></b> Acrostic Poem Planning Drafting Hope Wish Promise Features Poetry Refugees</p> <p><b><u>Key Questions</u></b> Where is their hope in Wisp?  Who dreams in Wisp - why do they dream?  Who explores memories?  What type of memories?  What does your word mean?</p>	<p><b><u>Key Vocabulary</u></b> Acrostic Poem Editing Hope Wish Promise Features Poetry Refugees Dreams Memories</p> <p><b><u>Key Questions</u></b> What features do you need in your acrostic poem?  What is a success criteria?  How can we edit our poem from yesterday?</p>	<p><b><u>Key Vocabulary</u></b> Poster Information Heading Sub-headings Title Pictures Captions Key facts</p> <p><b><u>Key Questions</u></b> What is a poster?  Why do we use posters?  What is a heading?  What is a subheading?  What facts can you include on your poster?</p>	<p><b><u>Key Vocabulary</u></b> Emotions Feelings Map Retell Wisp Promise Dreams Refugees</p> <p><b><u>Key Questions</u></b> What are the emotions the characters are feeling?  How does Idris feel?  Does Idris's feelings change throughout the story?</p>

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<p><b>Activities</b></p>	<p>The children this week will be creating their own acrostic poem, in today's lesson the children will be looking at acrostic poem features. They will then have a modelled acrostic poem about the wisp and edit the features they can see.</p> 	<p>In today's lesson the children will be drafting their acrostic poem. The children will learn what hope, dreams and memories mean. They will then get into partners to draft their ideas on a thinking map.</p> 	<p>From yesterday's lesson the children will be writing their own acrostic poem using the features they have learnt about. They will then make sure they have used all the features using a success criteria.</p> <p><b>P</b>raying and hoping for a safe place  <b>R</b>emembering that I am as strong as a lion  <b>O</b>verjoyed faces from the past with now glum expressions  <b>M</b>y home that I fled has perished into distant memory  <b>I</b> do believe there is hope for the future  <b>S</b>mile again we all will and that's our promise  <b>E</b>xcited for the future, the wisp is flickering inside me!</p> <table border="1" data-bbox="974 670 1321 790"> <thead> <tr> <th>Our success criteria</th> <th>Self-Assessment</th> </tr> </thead> <tbody> <tr> <td>I have chosen a subject for my poem and I have chosen or ended each line with each letter from the title</td> <td>😊 😞</td> </tr> <tr> <td>I have included 2 adjectives</td> <td>😊 😞</td> </tr> <tr> <td>I have included 1 expanded noun phrases</td> <td>😊 😞</td> </tr> <tr> <td>I have included 1 simile and alliteration</td> <td>😊 😞</td> </tr> </tbody> </table>	Our success criteria	Self-Assessment	I have chosen a subject for my poem and I have chosen or ended each line with each letter from the title	😊 😞	I have included 2 adjectives	😊 😞	I have included 1 expanded noun phrases	😊 😞	I have included 1 simile and alliteration	😊 😞	<p>The children will be creating their own informative poster as a cold task. They will create a poster about any topic they want making sure they have included heading, subheading and a title. The children will then learn about the features of an informative poster to create one about refugees.</p> 	<p>Children will create their own emotional map with feeling words, they will be drawing and explaining how Idris's feelings change throughout the story.</p>  <p>The children will be given an emotional wheel.</p> 
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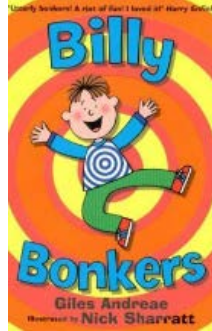
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**Class Text – Reading Aloud**  
**20 mins each day**

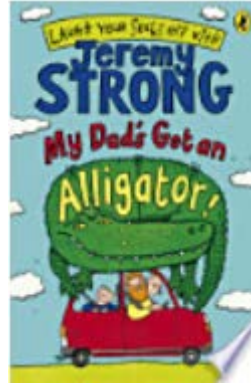
**Topaz**

TEXT – Billy Bonkers  
Author – Giles Andreae



**Sapphire**

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



**Turquoise**

Text – The Danger Gang  
Author - Tom Fletcher



**Lapis**

Text – Luna and the treasure of Tlaloc  
Author - Joe Todd



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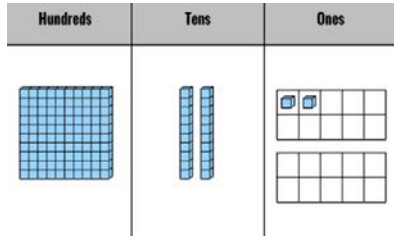



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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LT: We are learning how multiplication and division link together.</u>	<u>LT: We are learning to divide a 2-digit number by a 1-digit number (no exchange)</u>	<u>LT: We are learning to divide a 2-digit number by a 1-digit number (with exchange)</u>	<u>LT: We are learning what scaling is and comparing differences in scales.</u>	<u>LT: We are learning how many ways we can create different combinations.</u>
<b>Key vocabulary and key questions</b>	<p><u>Key vocabulary</u>                      Multiplication                      Division                      Inverse Operation                      Commutativity                      Link                      Similar                      Different</p> <p><u>Key questions</u>                      What is the same and what is different about the two calculations?                      How can you show the calculation using place value counters/base 10?                      How is multiplying by 10s different from multiplying by 1s?                      What division facts do you know by using the fact _____ × _____ = _____?</p>	<p><u>Key vocabulary</u>                      Divide                      1-Digit                      2-Digit                      No exchange                      Equal groups                      Partitioning                      Sharing                      Grouping</p> <p><u>Key questions</u>                      What is _____ partitioned into tens and ones?                      What is shared _____ into _____ equal groups?                      How can the place value counters help you divide _____ by _____?                      How can you use the part-whole model to work out the division?                      What is divided _____ by _____?</p>	<p><u>Key vocabulary</u>                      Divide                      1-Digit                      2-Digit                      Exchange                      Remainders                      Partitioning                      Sharing                      Grouping</p> <p><u>Key questions</u>                      Do you need to exchange any tens for ones?                      Is there a remainder?                      • How can place value counters help you divide _____ by _____?                      • How do you know _____ divided by _____ will have a remainder?                      Can a remainder ever be greater than the number you are dividing by?</p>	<p><u>Key vocabulary</u>                      Multiplication                      Scaling                      ___ times the size of                      Greater                      Smaller                      Repeated addition                      Column method                      Bar model                      Dienes                      Place value chart</p> <p><u>Key questions</u>                      What number is 10 times the size of ?                      What number is times the size of ?                      What length is times as long as ?                      What time is times as long as ?                      Which is the larger object?                      How many times larger is it?                      How can you show the problem as a bar model?</p>	<p><u>Key vocabulary</u>                      Correspondence problems                      Multiplication                      Combinations                      Possibilities                      Total                      Calculate                      Dienes                      Counters</p> <p><u>Key questions</u>                      How can you show the possibilities in a table?                      In what order should you list the possibilities?                      Starting with, how many combinations can you make?                      How do you know you have found all the ways?                      How many combinations are there?</p>

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Activities	<p>In this small step, children develop their understanding of related facts from earlier in the block, with a focus on linking multiplication and division facts. In particular, children explore what happens when a number within a calculation is multiplied by 10 and how this affects the answer. They use these facts by unitising in tens, for example using <math>8 \times 6 \times 2 = 4</math> to derive <math>8 \text{ tens } 6 \times 2 = 40</math>.</p> <p>What multiplication and division facts does the array show?</p>  <p>_____ × _____ = _____          _____ × _____ = _____          _____ ÷ _____ = _____          _____ ÷ _____ = _____</p> <p>What multiplication and division facts does the array show?</p>  <p>_____ × _____ = _____          _____ × _____ = _____          _____ ÷ _____ = _____          _____ ÷ _____ = _____</p> <p>What is the same and what is different about these arrays?</p>	<p>In this small step, children build on their knowledge of times-tables and division facts, using these to support them when dividing a 2-digit number by a 1-digit number. This step focuses on partitioning a number into tens and ones and sharing into equal groups, dividing numbers that do not involve exchanging or remainders. For example, <math>63 \div 3</math> can be partitioned into 60 and 3 and then shared into three equal groups: <math>60 \div 3 = 20</math> and <math>3 \div 3 = 1</math>, therefore <math>63 \div 3 = 21</math>.</p> <p>There are 63 crayons.</p>  <p>► Share the crayons into three equal groups.          Use a place value chart and some counters to help you.          ► Complete the sentences.</p> <p><math>6 \text{ tens } \div 3 =</math> _____ tens  <math>3 \text{ ones } \div 3 =</math> _____ one  <math>63 \div 3 =</math> _____</p>	<p>In this small step, children continue to divide a 2-digit number by a 1-digit number. They apply their knowledge from the previous small steps and also make links between division and repeated subtraction, building on earlier learning. Children look at calculations that may involve exchanging between the tens and ones, and that have a remainder. This will be the first time children have encountered remainders, so they will need to be explicitly taught the notation, for example <math>43 \div 3 = 14 \text{ remainder } 1</math> or <math>14 \text{ r}1</math>.</p> <p>Esther has 13 lolly sticks. She uses them to make squares.</p>  <p>Complete the sentences.          There are _____ lolly sticks.          There are _____ groups of 4.          There is _____ lolly stick remaining.  <math>13 \div 4 =</math> _____ remainder _____          Esther can make _____ squares.</p>	<p>In this small step, children develop their understanding of multiplication by focusing on scaling as opposed to repeated addition. Children will use Dienes and place value charts to support their understanding of which numbers are greater and smaller, and repeated addition.</p>  <p>Building on concepts such as "3 times as many", children use language such as "3 times the size of" when comparing, for example, lengths. It is important that children see this type of multiplication as well as repeated addition, as it will help them in their later study of ratio and scales.</p> <p>Aisha has some fruit.</p>  <p>Complete the sentences to describe the fruit.          There are <input type="text"/> apples.          There are <input type="text"/> strawberries.          There are <input type="text"/> times as many strawberries as apples.</p> <p>They can relate this to their knowledge of place value and understanding that the value of the column directly to the left of another is 10 times the value.</p>	<p>This small step focuses on correspondence problems. Children start by systematically listing all the possible combinations resulting from combining two groups of objects. For example, if there are three buckets and four spades, children can explore how many different combinations of bucket and spade they can make.</p> <p>Huan has three T-shirts and four pairs of shorts.</p>  <table border="1" data-bbox="2072 558 2195 805"> <thead> <tr> <th>T-shirt</th> <th>Shorts</th> </tr> </thead> <tbody> <tr> <td>white</td> <td>blue</td> </tr> <tr> <td>white</td> <td>white</td> </tr> <tr> <td>white</td> <td>spotty</td> </tr> <tr> <td>white</td> <td>stripy</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>Complete the table to show how many different outfits he can make.</p> <p>The use of practical equipment to model a question can support children's understanding. Drawing a table helps children to take a systematic approach to ensure that they have found all the possible combinations.</p> <p>Whitney buys a snack and a drink.</p>  <p>chocolate muffin cookie apple          juice fizzy drink milk water</p> <p>She says there are eight combinations she could choose. Is Whitney correct? Show how you know.</p> <p>By the end of this step, children should be able to use multiplication to calculate the total number of possibilities, as a more efficient strategy than listing them all.</p>	T-shirt	Shorts	white	blue	white	white	white	spotty	white	stripy												
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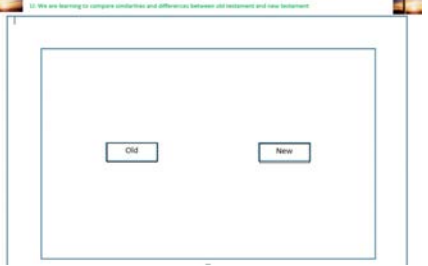
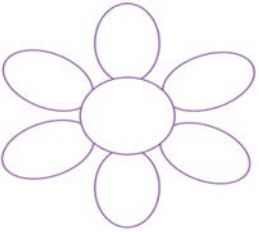
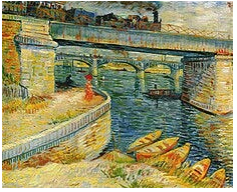



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Please continue logging into Doodle Maths and Times-table Rockstars regularly

Spanish - Language Angels	ART - Kapow	RE
<p><u>Los instrumentos</u> <u>L.I: We are learning to identify different musical instruments.</u></p> <p>This term in Spanish the children will be learning about instruments and how to name them in Spanish. This week the children will be introduced to five different instruments and will learn to name the instruments in Spanish.</p> 	<p><u>Unit - Painting and Mixed Media</u> <u>L.I: We are learning to create and use different tones of colour.</u></p> <p>In this lesson the children will be using our English class text as inspiration to continue their first piece of Art.</p> <p>This week the children will be tracing and finalising their artwork by adding their silhouette of Idris. This artwork closely mirrors the work of Picasso.</p> 	<p><u>Christianity</u> <u>L.I: We are learning to compare similarities and differences between old testament and new testament</u></p> <p>The children will be learning about what the Bible is and what the old and new testament is. The children will then compare the old testament and new testament on a thinking frame</p> 
PSHCE - Jigsaw	Music - Sing Up	Computing - Teach Computing
<p><u>Unit: Dreams and Ambition</u> <u>L.I: We are identifying what dreams and ambitions are important to us.</u></p> <p>Children will be exploring what dreams and ambitions are important to them as well as discussing the steps to take in order to achieve these. What are their interests? Can these turn into future careers? How will they achieve these? What small goals will help them achieve their dream?</p> <p>The flower is a representation of planting a dream and the steps taken to achieve it. Children will be asked to identify what is required of them so that their dreams come true.</p> 	<p><u>Unit 3 - From a Railway Carriage</u> <u>Lesson 2</u> <u>L.I: We are learning to explore and improvise sounds in response to other works of art - a painting and a poem.</u></p> <p>In this lesson the children will be exploring the song further and improvising sounds in response to this sound. They will be using a famous painting which displays a railway carriage to compare how the song and painting relate.</p>  	<p><u>Unit 3 - Programming Lesson 2</u> <u>L.I: We are learning to identify that commands have an outcome.</u></p> <p>In this lesson, learners will create movement for more than one sprite. In doing this, they will design and implement their code, and then will create code to replicate a given outcome. Finally, they will experiment with new motion blocks.</p> <p><b>Matching motion</b> Match the blocks with the motion of the sprite.</p> <ul style="list-style-type: none"> <li>point in direction 180: Sprite moves slowly to another part of the stage</li> <li>glide 1 secs to random position: Sprite points downwards</li> <li>go to random position: Sprite moves suddenly to another part of the stage</li> </ul>

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Science - Cornerstone	Topic - Cornerstones	PE - Get Set 4 PE																																													
<p style="text-align: center;"><u>Unit - Light and Shadows</u></p> <p><u>Lesson 1</u> <b>LI:</b> We are learning to describe the differences between light sources and light reflectors and how we need light to be able to see. <b>Skill LI:</b> We are learning to gather and record findings in a variety of ways.</p> <p>Many things that we see around us are light sources or light reflectors.</p>  <p>The children will recap light sources, and identify if they are natural or artificial. Children will learn that light travels from a light source into our eyes.</p> <p>The children will carry out an experiment using a range of light sources and reflectors to see if it lights up a box. The data will be recorded in a table.</p> <table border="1" data-bbox="448 598 750 790"> <thead> <tr> <th>Does it glow by itself?</th> <th>Is it a light source or light reflector?</th> <th>Does it glow by itself?</th> <th>Is it a light source or light reflector?</th> <th>Does it glow by itself?</th> <th>Is it a light source or light reflector?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><u>Lesson 2</u> <b>LI:</b> We are learning to investigate reflective materials and understand the reflective properties. <b>Skill LI:</b> We are learning to make predictions and group reflective and non-reflective materials.</p> <p>Children will learn what different reflective materials are and why they are important in wider society as it can help people see in the dark. Children will understand the properties of reflective and non-reflective materials. They will conduct an investigation into which materials at school are reflective and non-reflective.</p> <p><b>Predictions:</b> What material will be the most reflective? What material will be the least reflective?</p> <table border="1" data-bbox="459 1133 750 1300"> <thead> <tr> <th>Material</th> <th>Properties</th> <th>Is it reflective or non-reflective?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><b>Conclusions:</b> What is the most reflective material? Why are reflective materials important?</p>	Does it glow by itself?	Is it a light source or light reflector?	Does it glow by itself?	Is it a light source or light reflector?	Does it glow by itself?	Is it a light source or light reflector?																									Material	Properties	Is it reflective or non-reflective?													<p style="text-align: center;"><u>Geography - Rocks, Relics and Rumbles</u></p> <p><u>Lesson 1:</u> <b>LI:</b> We are learning about the different layers of the Earth's surface.</p> <p>Children will be introduced to the structure of Earth's surface, discovering the different textures, compositions and characteristics. Throughout this lesson, children will be asked to retrieve information in order to answer questions related to the Earth's surface in pair work.</p> <p>1. Label the layers of the Earth on the diagram.</p>  <p><u>Lesson 2:</u> <b>LI:</b> We are exploring the properties and formation of different rocks.</p> <p>In this lesson children will further develop their understanding of Earth's layers focusing on the Crust which consist of 3 main rocks, Sedimentary, Igneous and Metaphoric. Children are introduced to rock formation and the process of how each layer is formed.</p>	<p><u>Unit 3 - Dance</u> <b>THEME: Machines</b> <b>LI:</b> To create actions to move in contact with a partner or interact with a partner.</p> <p>In this lesson the children will be using their understanding in unison to create a small 8 count dance with their partners. They must use the idea of Machines.</p>  <p><u>Unit 4 - Yoga</u> <b>To create a flow using poses that challenge my balance.</b></p> <p>In this lesson, the children will recap each pose. Ensure pupils have a go lifting/balancing/moving on both sides of their body. They will then begin creating a routine of flow between each pose.</p> 
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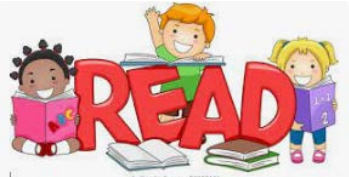
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## Homework

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 - 17th/18th March**