

Weekly Overview of Learning

Year Group: Year 3 Week beginning: 16th September 2024

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI: We are drafting our setting descriptions.</u> ◀	<u>LI: We are writing a setting description.</u>	<u>LI: We are defining the correct vocabulary for our instructional writing.</u>	<u>LI: We are applying our knowledge of imperative verbs to write instructions on how to make a Stone Age tool.</u>	<u>LI: We are making predictions on what will happen next in the Stone aged boy.</u>
Speaking and Listening Focus	Language of description. Using independent learning children will finalise their work.	Language of description. Using independent learning children will write and describe a setting. It looks/feels/tastes/sounds like... It appears/seems to be..... It reminds of...because.....	Language of explanation. Through think, pair, share, children will discuss the correct imperative verbs used for instructional writing. How... Why... When... What... After... Then...	Language of sequencing. Using independent learning children will write their instructions for a stone aged tool. First,,,because Next.....however Then....therefore Finally. eventually. lastly	Language of prediction.. Think, pair, share and class discussion. Children will listen attentively and take turns speaking. I predict that....because.... I predict that...after... I predict thatas a result of...

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<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p>Key Vocabulary: (specific to lesson) luscious green thriving camp idyllic background colourless brown thick, murky smoke pungent scent crisp breeze intriguing people fascinating clothes wild laughter</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What might the air feel like? • Can you identify the different sounds around the camp? • How can you describe the different smells? • Who is in the image? • What does the stew taste like? 	<p>Key Vocabulary: (specific to lesson) Touch Taste See Hear Smell Rough fresh dull echos earthy</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What can you see? • How does the air feel? • Where is the boy sitting? • Who is around the fire? • What can you hear? • What does the stew taste like? 	<p>Key Vocabulary: (specific to lesson) First Then Once you have Continue Gradually Strike Pound Then Against Untill</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is the first step? • What force is used to break flints from the stone? • Which time connectives can you use? • What materials do you need? 	<p>Key Vocabulary: (specific to lesson) Strike Pound Chip Trimm Sharpen Continuously Refine Grind</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What are the first 3 steps? • Describe the force used to break the flints. • Have you included all features of instructional writing? 	<p>Key Vocabulary: (specific to lesson) Predict Think Potentially Danger Possibly</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What information can help make your prediction? • Where are they going? • What could happen next? • What expression is on their faces?
<p>Activities</p>	<p>Today children will be drafting a setting description based on their class text the Stone Age boy, using adjectives and expanded noun phrases from previous lessons.</p>	<p>In this lesson children will be writing their final edit for a setting description, ensuring they use the correct vocabulary which was collected in previous lessons.</p> <p>Children are to apply their knowledge or nouns, adjectives and expand noun phrases to write their setting descriptions.</p>	<p>Children will continue to read the story up to pg 22.</p> <p>In today's lesson, children will learning about imperative verbs and synonyms which are to be used in their instructional writing of making a stone age tool.</p>	<p>In today's lesson children will be applying their knowledge of imperative verbs when writing instructions on how to make a stone aged tool.</p>	<p>Children will be asked to make predictions on what will happen next from illustrations from the book.</p> <p>Through sequencing, they are asked to create the narrative of what is going to happen next.</p>

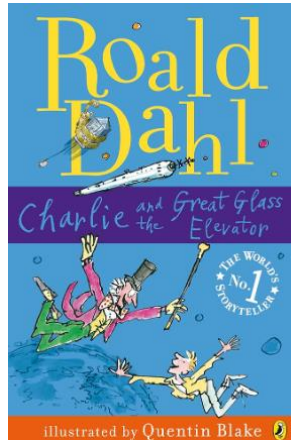
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**Class Text –
Reading
Aloud**
10-15 mins
each day

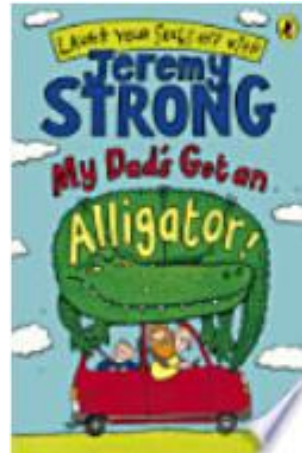
Topaz

TEXT –Charlie and the Great
Glass Elevator
Author – Roald Dahl



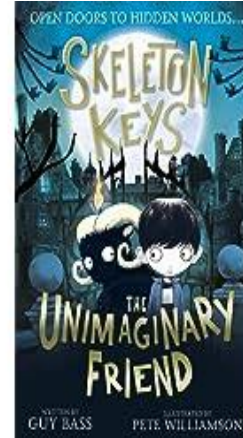
Sapphire

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



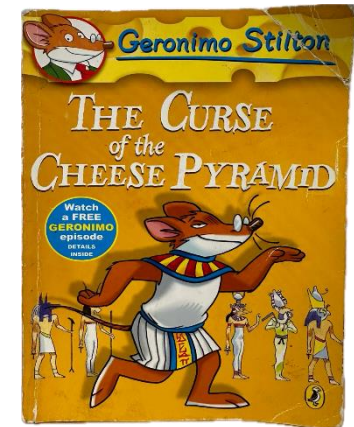
Turquoise

Text – Skeleton Keys
Author - Guy Bass



Lapis

Text – the curse of the cheese pyramid
Author - Geronimo Stilton



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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: LI: We are learning how to represent numbers to 1000.</u>	<u>LI: We are partitioning numbers from 1000 into 100's, 10s and 1s.</u>	<u>LI: We are experimenting the flexibility of partitioning within the value of 1000.</u>	<u>LI: We are exploring the structure of numbers to understand place value (100s, 10s, 1s)</u>	<u>LI: We are finding 1, 10 or 100 more than any given number within 1000</u>

Key vocabulary and key questions	Key Vocabulary: (lesson specific)	Key Vocabulary: (lesson specific)	Key Vocabulary: (lesson specific)	Key Vocabulary: (lesson specific)	Key Vocabulary: (lesson specific)
	<ul style="list-style-type: none"> Place Value Tens and Ones Exchanging Represent Thousand <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> 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? 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? 	<ul style="list-style-type: none"> Place Value Tens and Ones Exchanging Part-Whole Model Digit Value <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> 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 is the value of the missing part? How do you know? What is the value of the digit 6 in 465? 	<ul style="list-style-type: none"> Place Value Tens and Ones Exchanging Partition Hundreds Part- Whole Model <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> 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? What number is made of 3 hundreds and 15 tens? 	<ul style="list-style-type: none"> Place Value Tens and Ones Exchanging Hundreds Part- Whole Model <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Place Value Tens and Ones Exchanging Same and different <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> 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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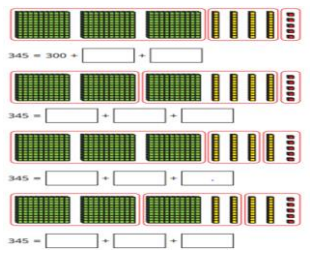
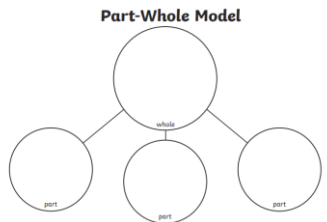
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Activities

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



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.



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.

Hundreds	Tens	Ones




What mistake has Tiny made?

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.

100 less	Number	100 more




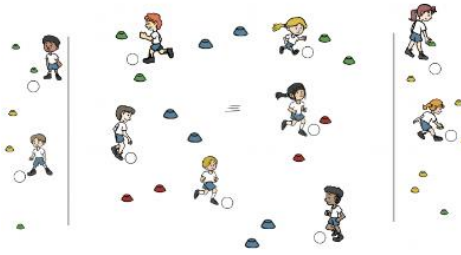
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Music - Sing Up	RE - Widening Horizons	Computing - Barefoot and Teach Computing
<p><u>I've Been to Harlem</u> A traditional pentatonic song about travelling around the world, full of creative possibilities.</p> <p>Children will:</p> <ul style="list-style-type: none"> 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. <p>Key Vocab - Tradition, Melody, Pitch, Compare</p> 	<p><u>LI: We are learning to understand the importance of Ganesh within the Hindu faith and the values associated with him.</u> <u>LI: We are learning to understand that Krishna is a major God in Hinduism, worshipped both in his own right and as an 'avatar' of Vishnu, one of the forms God took when visiting Earth.</u></p> <p>Key Vocab - Ganesh, Krishna, worship, significant, special Key Questions What do you know about the God Ganesh? How is he significant? Do you recognise the God Krishna? Children will learn about Ganesh and his values within Hinduism, such as respect for parents and being humble.</p> <p>The children will learn about Krishna who is an 'avatar' of Vishnu. They will learn the values that Krishna has within Hinduism. Children will complete a comparison frame to understand the differences and similarities between the values of Krishna and Ganesh.</p>	<p><u>How does a digital device work?</u></p> <p>This lesson introduces the concepts of input, process, and output. These concepts are fundamental to all digital devices.</p> <p>LI: To explain how digital devices function</p> <ul style="list-style-type: none"> I can explain that digital devices accept inputs I can explain that digital devices produce outputs I can follow a process <p>Key Vocab - Input, Output, Process, Device</p> 
Art - Kapow		PSHE - Jigsaw
<p><u>LI: We are learning to create tone in drawings by applying different shading techniques.</u> Key Vocab - Pencil, sketch, shading Key Questions How will we use the pencil when we are sketching? What is tone/shading? What effect will this create on our drawings?</p> <p>The children will use sketchbooks from last week to recap observational drawing. Children will learn about the four rules of shading, they will then have a practice at shading a leaf and showing the new techniques they have just learnt. The children will then draw out four boxes and shade from darkest to lightest in their sketchbooks.</p> <p>Four rules of shading</p> <ul style="list-style-type: none"> ✓ To shade in one direction. ✓ To not leave any gaps. ✓ To work neatly to the edges. ✓ To create smooth even tones. 		<p><u>LI: We are learning to recognise how it feels to be happy, sad or scared and to be able to identify if other people are feeling these emotions.</u></p> <p>Key Vocab - Friendship, Emotions, Kindness, Empathy</p> <p>Key Questions -</p> <ul style="list-style-type: none"> How do you know if someone is _____? Who do you speak to if you need help? <p>In this lesson the children will be learning to recognise when other children feel different emotions and the cues to look out for. They will be understanding what adults and who in our school can help and support them during these times.</p> 

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Science - Wellington Curriculum	Topic (History) - Wellington Curriculum	PE - Get Set 4 PE																												
<p>Key Vocab Balance, Healthy, Nutrition, Eat Well Plate - Investigation, Prediction, Analyse, Oil, Fatty Food</p> <p>Key Questions Why should we have a balanced diet? If you eat too much unhealthy foods what will happen to your body?</p> <p>Lesson 1: <u>LI: We are learning about the importance of a nutritional, balanced diet.</u></p> <p>In this lesson the children will be understanding the different food groups and how too much or too little of each group affects the body. They will also learn about the importance of a nutritional and balanced diet and the effects on the body and long term benefits.</p> <p>Lesson 2: <u>LI: We are learning to investigate and analyse the differences between various types of fatty foods.</u></p> <p>In this lesson the children are investigating different foods that are high in fat content.</p>	<p>Lesson 1 and 2 <u>LI: We are learning to understand everyday life during the Stone Age.</u></p> <p>Key Vocab Chronological, Paleolithic, Neolithic and Mesolithic</p> <p>Key Questions What happened during each key era? How did everyday life change during the stone age?</p> <p>Activity: Children go through information packs and answer questions on what they have read so far. The children will then write what life was like during the Stone Age in each box</p> <div data-bbox="788 1008 1310 1348"> <table border="1"> <thead> <tr> <th>Period</th> <th>Paleolithic</th> <th>Neolithic</th> <th>Mesolithic</th> </tr> </thead> <tbody> <tr> <td>Date</td> <td>1700000 - 10000 BC</td> <td>10000 - 4000 BC</td> <td>10000 - 4000 BC</td> </tr> <tr> <td>Climate</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Settlements</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Food</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Tools and weapons</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Art</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <div style="display: flex; justify-content: space-between;"> <div data-bbox="1064 1008 1310 1141"> <p>Paleolithic</p>  <p>During the Paleolithic period, people lived as nomads and hunted for their food. They used simple tools made from stone, wood, and bone. The climate was generally cold, and they lived in caves or simple shelters.</p> </div> <div data-bbox="1064 1149 1310 1348"> <p>Mesolithic</p>  <p>The Mesolithic period is a transitional period between the Paleolithic and Neolithic. People began to settle in small groups and started to domesticate animals. They used more advanced stone tools and began to grow crops.</p> </div> </div> </div>	Period	Paleolithic	Neolithic	Mesolithic	Date	1700000 - 10000 BC	10000 - 4000 BC	10000 - 4000 BC	Climate				Settlements				Food				Tools and weapons				Art				<p>Key Vocab - Invasion, Teamwork, Skills, Movement</p> <p>Key Questions -</p> <p>Lesson 2 Tag Rugby : <u>LI: To develop throwing, catching, and running with the ball.</u></p> <p>In this week's PE lesson the children will be developing their throwing, catching and running with the ball. The children will now be familiar with the basic techniques with Rugby, so this lesson focuses on defining them.</p> <div data-bbox="1512 758 1960 869">  </div> <p>Lesson 2 Football: <u>LI: To develop movement skills to lose a defender and move into space.</u></p> <p>In this week's PE lesson the children will be perfecting their movement skills of dribbling and moving into a space. They will practise drills that will hone in on these specific skills.</p> <div data-bbox="1478 1173 1937 1428">  </div>
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Fatty foods

 Write the names of your sample foods in the first column then predict which foods will contain the most fat, ranking them from most to least fatty. Carry out the investigation, rank the foods from your results, then answer the questions.





Food	Predicted order 1=most fatty, 6=least fatty	Actual order 1=most fatty, 6=least fatty
Avocado		
Crisps		
Madeline		
Digestive biscuits		
Humus		
Butter		

Homework

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Homework is set on a **Thursday** and due back on a **Monday** online (google classroom)

Reading and spelling.	Maths	Topic/Other foundation subjects including writing REMINDERS - trips/events/items to bring in
<p style="text-align: center;"><u>Reading</u></p> <p>Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Tasks are due and will be changed every Monday.</p> <p>Your teacher will check, mark and sign your work once a week.</p>	<p style="text-align: center;"></p> <p><u>Doodle Maths</u> - Log on to your account at least three times this week.</p> <p>We will be checking to see who has accessed their account the most!!</p> <p>Work to reach your target - are you in the <u>green</u> zone yet?</p> <p><u>Times Tables Rockstars:</u></p> <p>Take part in the weekly Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!</p>	<p>All year groups</p> <p>Please remember to wear the correct full uniform. Children should be wearing a white shirt with the school tie, grey trousers and black school shoes. Jumpers and cardigans must be burgundy with the school logo. Girls wear simple stud earrings, no necklaces or big bows to be worn.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Please make sure your child has a glue stick and green pen for their pencil case at school - thank you.</p> <p>Please remember to write your child's name on all school clothes and resources so if they get lost we can return them.</p> <p>Please remember to bring book bags in everyday!</p> <p>Forthcoming Trips/events for this term:TBC</p>
<p style="text-align: center;"><u>Spellings</u></p> <div style="text-align: center;">  </div> <p style="text-align: center;"><u>Dictation Sentences</u></p> <p>We agree to be kind in school.</p> <p>I made sure to increase the slices of cheese in my sandwich.</p> <p>There was peace last night until I heard a cat squeal.</p> <p>I had to complete an extreme amount of homework.</p> <p>I was happy when a recent piece of my art was put on display.</p> <p>I believe there are aliens in space.</p>		