





# Weekly Overview of Learning

Year Group: 3    Week beginning: 17.04.23

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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Speaking and Listening Focus</b>	<p>LI: <u>We are learning to evaluate and improve our hot tasks using feedback.</u></p> <p>Through think, pair share the children will listen to each other's ideas and share these with the class. Collaborative learning.</p> 	<p>LI: <u>We are learning to write a diary about our Easter holiday using diary features (COLD TASK)</u></p> <p>Think, pair, share and class discussion. Children will take turns in speaking and listen attentively. Collaborative learning.</p> 	<p>LI: <u>We are learning to make predictions based on what we can infer from the front cover and blurb of 'The Boy Who Grew Dragons' (2d and 2e).</u></p> <p>Through think, pair share the children will listen to each other's ideas and share these with the class. Collaborative learning</p> 	<p>LI: <u>We are learning to understand our new text, The Boy Who Grew Dragons using a sequencing frame.</u></p> <p>Today, we will be focussing on how we can listen and respond appropriately to adults and our peers. The children will gain, maintain and monitor the interest of the listener as we read through the text.</p>	<p>LI: <u>We are learning to use past, present and future tenses correctly.</u></p> <p>Through think, pair share the children will listen to each other's ideas and share these with the class. Collaborative learning.</p> 

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<p><b>Key vocabulary and Key Blooms higher order thinking questions</b></p>	<p><b>Key Vocabulary:</b> Catchy Headline Subheadings Chronology Paragraphs (what, where, when, who, why) Rhetorical Questions Pictures with captions Direct Speech Formal Language Third Person</p> <p><b>Key Questions:</b> What does a new article include? What are the key features of a news article? How can you find these key features? Which features are included in my newspaper article? Where do I need to improve? What will I need to include?</p>	<p><b>Key Vocabulary:</b> Easter Recall First Next First person Diary Emotive language Past tense</p> <p><b>Key Questions:</b> What was the highlight of your Easter holiday? Can you recall what you did in the first week? Who did you see? Is there anything you would like to do again? What person/place/thing brought you joy? What didn't you enjoy as much?</p>	<p><b>Key Vocabulary:</b> Analyse Predict Infer Moreover Because In addition Illustrations</p> <p><b>Key Questions:</b> What do you think this story is going to be about? Where do you think the story might be set? Who might the characters be? How can you describe the character on the front cover? Why do you think he's holding a watering can? How do you think he grew them? What do you think he did with the dragons? Are dragons scary? Do you think he kept them as a pet? What would you most like to grow in your back garden and why?</p>	<p><b>Key Vocabulary:</b> Retrieve Recall Explain Locate Find</p> <p><b>Key Questions:</b> Can you explain why you think this? Can you locate your answer in the text? What words can you highlight to help you find your answer? Where will you find this information? Can you re-read the text to check if your answer is accurate?</p>	<p><b>Key Vocabulary:</b> tenses past tense present tense future tense suffix grammar consistent tense</p> <p><b>Key Questions:</b> What are tenses? What does past tense mean? What does future tense mean? What does present tense mean? What can we do to make a word past tense? Can you identify the tense in this sentence? Can you correct the tense in a sentence?</p>
<p><b>Activities</b></p>	<p>To finalise all our previous learning the children will be reflecting upon their final hot task of the term. They will be editing, improving and supporting themselves and peers to understand what improvements could have been done to make their work ever better. This lesson will analyse great examples from the children as well as examples that could be edited and made</p>	<p>Today, children will be writing their cold tasks focusing on what they did during their Easter break in the style of a diary entry.</p> <p>Children should use a checklist to support them in their writing. This lesson consists of little support with their writing as this lesson is created for teachers to identify how much children already know.</p>	<p>Today's lesson focuses on children's predictions.</p> <p>Children will be using a thought bubble to write a prediction from what they can infer from the front cover and reading the blurb of The Boy who Grew Dragons.</p> <p>The children will draw on previous predictions and similar books they have read to predict what the story might be about. For instance - From the front cover, I know the main character is a boy and he grew dragons in the garden because in</p>	<p>This lesson focuses on reading and understanding the text.</p> <p>Today we will be reading chapters 1 and 2 and answering some key questions to understand the text better.</p> <p>Children will then create a storyboard of what they think might happen next! They will draw a picture and write about what might happen next in each of the boxes.</p>	<p>In this lesson children will be revisiting past, present and future tenses. We will discuss what suffixes are and how these can change words from present to past tense for example; I <b>walked</b> down the street to get home.</p> <p>Children will apply their learning by rewriting sentences using the correct tenses.</p>

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brilliant.



### Newspaper Report - Checklist

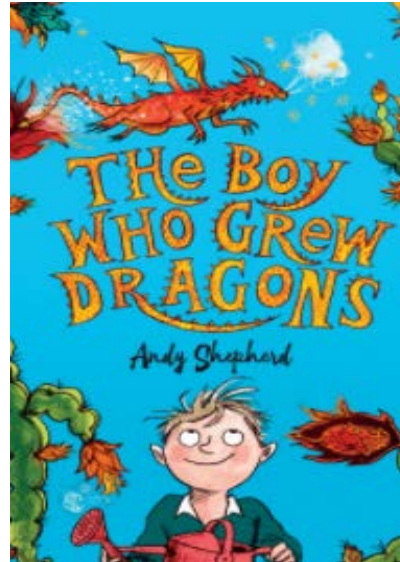
- The name of the newspaper.
- A headline.
- A picture with a caption.
- What, when, who and where.
- Facts about the main event.



### Features of a Diary Entry

Uses the past tense	
Uses first person pronouns (I, we, my, etc.)	
Describes the writer's point of view, thoughts and feelings	
Includes opinions as well as facts	
Uses ambitious words to describe people and places	
Is written in an informal style, as though speaking to someone	
Uses time conjunctions to link events	
Organises events into paragraphs	
Uses inverted commas to show direct speech	

the title it says 'The boy who grew dragons' and he is holding a garden item, a watering can.



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**Tenses**

Tenses tell us when something has happened, is happening or will happen.

Past tense	Present tense	Future tense
↓	↓	↓
It has already happened.	It is happening now/is generally true.	It will happen later/is a fact.

**Practise**

Underline the words that show the **tense** in the sentences below.

All of the children ran around the field and crossed the line.  
She lives in Liverpool but she usually works in Manchester.  
Some of us are in the classroom as it is cold outside.

Remember: the verbs tell us the tense that a sentence is in.

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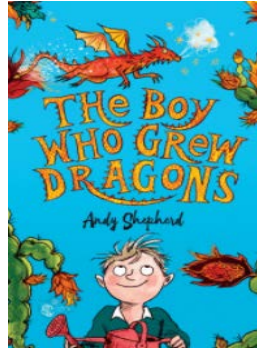
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**Class Text – Reading Aloud**  
**10-15 mins each day**

**Topaz**

TEXT – The boy who grew dragons

Author – Andy Shepard



**Sapphire**

Text - James and the Giant Peach

Author – Roald Dahl



**Turquoise**

Text – The Unimaginary Friend

Author - Guy Bass



**Lapis**

Text – The worst witch saves the day

Author - Jill Murphy



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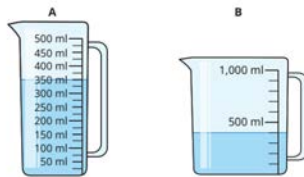

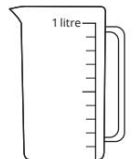



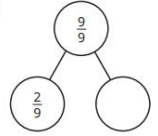
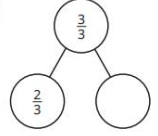
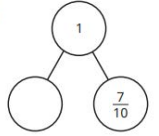
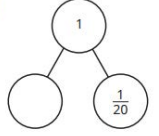



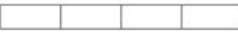
Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Key vocabulary and key questions</b></p>	<p><b><u>LI: We are comparing capacity and volume using &lt;, &gt; and =.</u></b></p> <p><b><u>Key Vocabulary:</u></b>                      Comparing                      Capacity                      Volume                      Greater than                      Less than                      Equal too                      Fuller                      Empty                      Milliliters                      Litres</p> <p><b><u>Key Questions:</u></b>                      What is the difference between capacity and volume?                      Which container do you think has the greater capacity? Why?                      Which container do you think has the greater volume of liquid in? Why?                      How can you work out the actual capacity of each container?                      What is each interval worth?                      How can you work out halfway between two marks?                      What unit is the volume/capacity measured in?                      How many millilitres are there in litres?</p>	<p><b><u>LI: We are learning to add and subtract capacity and volume.</u></b></p> <p><b><u>Key Vocabulary:</u></b>                      Capacity                      Volume                      Add                      Subtract                      Milliliters                      Litres</p> <p><b><u>Key Questions:</u></b>                      What units are being used? Can you add/subtract them?                      How many litres are there altogether? How many millilitres are there?                      What volume do you need to add to reach 1 litre? How much more liquid is still left to add?                      How could you work out the difference?                      In what order are you going to do the calculations? Do you have to do them in a certain order or is there a more efficient method?</p>	<p><b><u>LI: We are learning to understand how to add and subtract fraction, focussing on fraction rules.</u></b></p> <p><b><u>Key Vocabulary:</u></b>                      Fractions                      Numerator                      Denominator                      Equal parts                      Fraction rules                      Add                      Subtract                      Non-unit fractions                      Unit fractions</p> <p><b><u>Key Questions:</u></b>                      How many equal parts is the whole divided into?                      How many parts are you adding?                      Why do you add the numerators, but not the denominators?                      What do you notice about the numerators?                      What do you notice about the denominators?                      How can you use a bar model to add these fractions?                      How many quarters/fifths/sixths do you have altogether?                      What fraction are you starting with?                      What fraction are you subtracting?                      What fraction is left?                      Which models show taking away? Which models show finding the difference?                      Which models show partitioning?                      Why do you subtract the numerators, but not the denominators?</p>	<p><b><u>LI: We are learning to partition the whole of a fraction using pictorial representations of shapes, objects and number line</u></b></p> <p><b><u>Key Vocabulary:</u></b>                      Bar model                      Fractions                      Divide                      Multiply                      Comparison                      Split                      Fraction                      Shaded                      Equal                      Part                      Denominator                      Numerator                      Model                      Identify                      Unit fraction                      Greater                      Smaller</p> <p><b><u>Key Questions:</u></b>                      How many equal parts is the whole split into?                      What can you say about a fraction if its numerator and denominator are the same?                      What fraction of the bar model is shaded?                      What fraction of the bar model is not shaded?                      What do you notice about the total of numerators of the fractions?</p>	<p><b><u>LI: We are learning to find a unit fraction of a given number.</u></b></p> <p><b><u>Key Vocabulary:</u></b>                      Bar model                      Fractions                      Divide                      Multiply                      Comparison                      Split                      Fraction                      Shaded                      Equal                      Part                      Denominator                      Numerator                      Model                      Identify                      Unit fraction                      Greater                      Smaller</p> <p><b><u>Key Questions:</u></b>                      What is the whole?                      How many equal parts has the whole been divided into?                      How many are there in each equal part?                      How many equal parts do you need to split your bar model into?                      Which operation should you use to find a fraction of an amount?                      What does each part of the fraction tell you?</p>



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<p><b>Activities</b></p>	<p>Today we will be building on their understanding of litres and millilitres, in this small step children compare capacities and volumes.</p> <p>The children will first compare capacities or volumes purely by visual estimation, for example a bath must have a greater capacity than a cup. They also use language such as "full", "nearly full", "half full" and "nearly empty" to compare volumes without measuring.</p> <p>They then progress to using "greater than" and "less than" as well as the inequality symbols (&lt;, &gt;, =) to compare capacities and volumes that can be measured.</p> <p>Which measuring container has the most liquid?</p>  <p>Container _____ has the most liquid. Explain your answer.</p>	<p>Today the children will explore adding and subtracting capacities and volumes. Children will be using mixed units, adding the litres and millilitres separately. The model of a part-whole can support this.</p> <p>As children have not yet explored numbers beyond 1,000, there will be no requirement to cross 1 litre with addition or subtraction, as they have explored previously that 1000 ml = 1m. There is no focus on passing this boundary.</p> <p>A carton can hold 200 ml of milk. A bottle can hold 300 ml of milk.</p>  <p>a) Three milk cartons are emptied into a jug. Draw a line on the jug to show how much milk there is.</p>  <p>b) How many bottles can be filled by the milk in the jug? <input type="text"/> bottles</p>	<p>Today's learning follows on fantastically from yesterday's learning as it focuses on addition and subtraction. Whilst learning today the children should learn the key fraction rule that when adding and subtracting fractions with the same denominator, means that denominator never changes.</p> <p>Throughout this step, the meaning of the numerator and denominator is emphasised building upon the prior learning they would have gained last term.</p> <p>All the additions are of two or more fractions where the total is less than or equal to 1.</p>  $\frac{3}{8} + \frac{3}{8} = \square$ $\frac{7}{9} - \frac{3}{9} = \square$  	<p>Although it may have been explored briefly in previous steps, children deepen their understanding of the whole and split a whole into unit fractions and non-unit fractions. Throughout the step, there is an emphasis on the meaning of the denominator and numerator and this is explored through the use of pictorial representations of shapes, objects and number lines.</p> <p>Complete the part-whole models.</p> <p>a) </p> <p>b) </p> <p>c) </p> <p>d) </p>	<p>How can you use place value counters or base 10 to help you?</p> <p>In the previous steps, children gained an understanding of fractions as numbers and as parts of a whole. In this small step, They learn about fractions as operators. Children learn how to find unit fractions of a set of objects and connect this to what they already know about dividing quantities into equal parts using known division facts. For Example, <math>20 \div 4 = 5</math>, so 1 4 of 20 = 5. So far, children have learnt the 2, 3, 4, 5, 8 and 10 times-tables, so in this small step children find <math>1/2</math>, <math>1/3</math>, <math>1/4</math>, <math>1/5</math>, <math>1/8</math> and <math>1/10</math>. This allows them to focus on the underlying concepts instead of calculations.</p> <p>a) <math>\frac{1}{2}</math> of 8 = <input type="text"/> </p> <p>b) <math>\frac{1}{2}</math> of 16 = <input type="text"/> </p> <p>c) <math>\frac{1}{4}</math> of 8 = <input type="text"/> </p> <p>d) <math>\frac{1}{4}</math> of 16 = <input type="text"/> </p>
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

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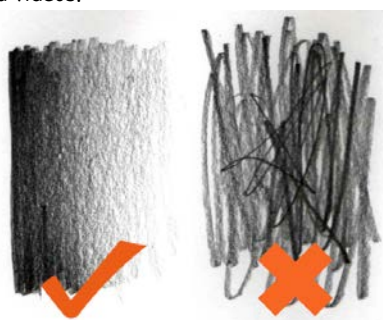
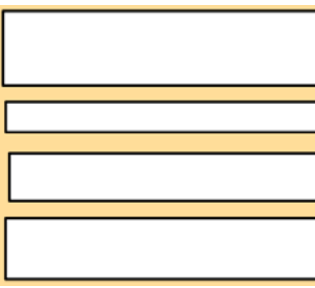

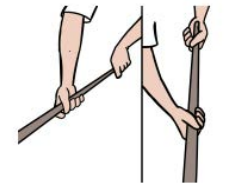

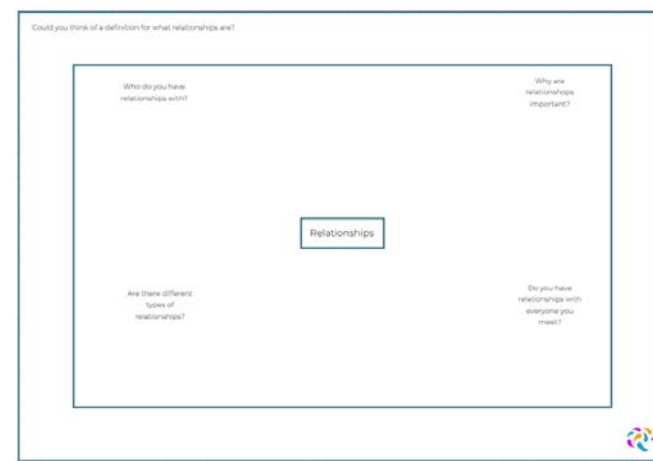

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Music - Sing Up	RE	Spanish - Language Angels
<p align="center"><b><u>From a Railway Carriage</u></b></p> <p>In this unit of Sing Up the children will take a musical journey and explore the relationship between words and music through listening and composing using a variety of stimuli including music, poetry, and works of art - all featuring trains and railways.</p> <p><b><u>Children will:</u></b>                      LI: Describe the relationship between the sounds and images in an audio-visual clip.                      LI: Use appropriate musical language to describe a piece of music.                      LI: Explore dynamics, timbre, tempo, and structure to improvise ideas.                      LI: Use words from a poem to create a piece.</p> <div data-bbox="114 751 745 863" style="background-color: #008080; color: white; padding: 5px; margin-top: 10px;"> <p align="center"><b>Create a piece of music inspired by Benjamin Britten's <i>Night mail</i></b></p> </div> <div data-bbox="114 863 745 1075" style="margin-top: 10px;">  <ul style="list-style-type: none"> <li>● Written in 1936, <i>Night mail</i> was a collaboration between the composer Benjamin Britten and the poet W. H. Auden.</li> <li>● It was written for the British Documentary School who explored the relationship between sound and images.</li> <li>● It was used in a TV ad for British Rail in 1988.</li> </ul> <p align="center"><small><i>Night mail</i> by W. H. Auden and Benjamin Britten.</small></p> </div>	<p align="center"><b><u>Humanism</u></b></p> <p><b><u>LI: We are completing a thinking frame on what we already know about humanism and what it might be</u></b></p> <p>Children will be learning about humanism and what it is in RE this term. The children will start the term with a thinking frame on what they think humanism is. Children will also ask questions on what they want to know about humanism.</p> <div align="center" data-bbox="920 571 1256 895"> </div> <p align="center"><small>Week beginning 17th April 2023 LI: we are completing a thinking frame on what we already know about humanism and what it might be</small></p> <div data-bbox="786 959 1458 1430" style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">What do you think humanism is about?</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">Humanism</div> <div style="border: 1px solid black; padding: 5px;">What would you like to know about humanism?</div> </div>	<p align="center"><b><u>Puedo... (I can)</u></b></p> <p>This lesson is an early taste of Spanish verbs. However, it is not a grammar lesson and we will not be teaching the children verb endings. The idea is to consolidate the knowledge they have of verbs (the 'doing' words) in their own language and hopefully transfer these skills to recognise a Spanish verb when they see one. The verbs have been chosen as they are easy to match with a picture and sound as we want the vocabulary learning aspect of the language to be as engaging and as exciting as possible.</p> <div align="center" data-bbox="1518 587 2107 703"> </div> <hr/> <div align="center" data-bbox="1563 762 1794 874"> </div> <hr/> <div data-bbox="1518 938 1861 1038" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>bailar                      cocinar                      cantar                      saltar                      ha</p> </div> <div align="center" data-bbox="1742 986 2107 1102"> </div> <hr/> <div align="center" data-bbox="1787 1161 2018 1278"> </div> <hr/> <div data-bbox="1742 1342 2107 1449" style="border: 1px solid black; padding: 5px;"> <p>_a__ar                      c__in_r                    __nt_r          s__ta_                      _a_lar</p> </div>

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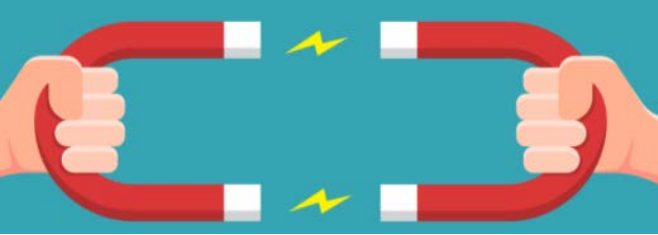
















































Art - Kapow	PE - Get Set 4 PE	PSHCE														
<p><b><u>LI: We are learning how to create tone through shading.</u></b></p> <p>In art this week we will be learning how to shade in different tones using a pencil. Children will be shown the different techniques to shading and videos.</p> <p><b>The four rules of shading</b></p> <ul style="list-style-type: none"> <li>To shade in ONE direction</li> <li>To not leave any gaps</li> <li>To work neatly to the edges</li> <li>To create smooth even tones</li> </ul>  <p>Activity: children in their Art books will draw a few rectangles and practise shading from dark to light.</p> 	<p><b><u>Unit: Tennis - Lesson 1</u></b></p> <p><b><u>LI: To develop racket and ball control.</u></b></p> <p>In this lesson children will be familiarising themselves with a ball and a tennis racket. They will practise rolling the ball around the rim of the racket and use the racket to scoop the ball from the floor. They will develop their control skills by throwing the ball in the air and hitting the centre of the racket.</p>  <p><b><u>Unit Hockey - Lesson 1</u></b></p> <p><b><u>LI: To develop sending the ball with a push pass.</u></b></p> <p>In this lesson children will be shown how to hold a hockey stick correctly, right hand half way down the stick, left hand at the top of the stick. Left hand controls the rotation, the right hand provides control and stability.</p>  	<p><b><u>Relationships</u></b></p> <p>LI: We are identifying what we already know about relationships.</p>  <p>LI: We are learning about the roles and responsibilities of each member of our families and discussing whether different responsibilities belong to a specific gender.</p> <table border="1" data-bbox="1500 1005 1881 1404"> <tr> <td>Washing the car</td> <td>Walking the dog</td> </tr> <tr> <td>Decorating the house</td> <td>Washing up</td> </tr> <tr> <td>Mowing the lawn</td> <td>Mending the leaky tap</td> </tr> <tr> <td>Building a wall</td> <td>Hanging out the washing</td> </tr> <tr> <td>Cooking dinner</td> <td>Tidying up</td> </tr> <tr> <td>Bathing the baby</td> <td>Dusting and sweeping</td> </tr> <tr> <td>Weeding the garden</td> <td>Doing the ironing</td> </tr> </table> 	Washing the car	Walking the dog	Decorating the house	Washing up	Mowing the lawn	Mending the leaky tap	Building a wall	Hanging out the washing	Cooking dinner	Tidying up	Bathing the baby	Dusting and sweeping	Weeding the garden	Doing the ironing
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Science - Wellington Curriculum	Geography	Computing - Barefoot and Teach Computing																										
<p><b>Unit: Forces and Magnets</b></p> <p><b>LI: We are identifying what we already know about forces and magnets</b></p> <p><b>LI: We are learning to compare how different things move.</b></p> <p>This week the children are learning the foundations for the topic of forces and magnets. We will begin by exploring what the children already know about forces. They will begin by using a defining frame to state any prior knowledge and what they would like to know by the end of the unit. This thinking frame will be scaffolded with key questions to deepen their thinking.</p> <p>The children will be introduced to the words magnets and forces and look at everyday examples of how things move. They will decide what objects need a lot of force to move and what don't.</p>  <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #90ee90;">push</th> <th style="background-color: #ffb6c1;">pull</th> </tr> </thead> <tbody> <tr> <td>   </td> <td>   </td> </tr> <tr> <td>  </td> <td>  </td> </tr> </tbody> </table>	push	pull	 	 			<p><b>LI: We are learning to identify what we already know and what we want to find out about maps.</b></p> <p>This term, the children will be learning all about maps and reading a map.</p> <p>Children will write down all the things they already know about maps and reading a map. Children will also get the opportunity to write down any questions they have about their new geography topic.</p> <p>Key questions during the lesson:</p> <p>How do you read a map?</p> <p>Are all maps the same?</p> <p>Do we still use maps?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Can you identify what you already know about maps?</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 5px auto; width: 80%;"> <p>Maps and map reading</p> </div> <p>What would you like to find out about maps?</p> </div> <p>Once children have completed the thinking frame on what they already know about maps, they will learn about a key on maps and then complete a second thinking frame on the new information they have just learnt about.</p> <p>Key questions:</p> <p>What do you now know about a key?</p> <p>Do you remember any symbols?</p> <p>What do you want to know about a key?</p>	<p><b>Unit - Desktop Publishing</b></p> <p>During this unit, learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.</p> <p><b>LI: To recognise how text and images convey information</b></p> <p>Success Criteria</p> <ul style="list-style-type: none"> <li>I can explain the difference between text and images</li> <li>I can recognise that text and images can communicate messages clearly</li> <li>I can identify the advantages and disadvantages of using text and images</li> </ul> <p>The children are going to think about the advantages and disadvantages of using text, images, or both text and images</p> <p><b>Introduction</b></p> <p>Look at the signs below. Write down what you think they mean. Circle the emojis to show whether you found it easy 😊, medium 😐, or difficult 😞 to work out what each sign meant. Think about your reasons.</p> <table border="1" style="width: 100%; text-align: center;"> <tbody> <tr> <td>1. </td> <td>2. </td> <td>3. </td> <td>4. </td> <td>5. </td> </tr> <tr> <td>😊 😐 😞</td> <td>😊 😐 😞</td> <td>😊 😐 😞</td> <td>😊 😐 😞</td> <td>😊 😐 😞</td> </tr> <tr> <td>6. </td> <td>7. </td> <td>8. </td> <td>9. </td> <td>10. </td> </tr> <tr> <td>😊 😐 😞</td> <td>😊 😐 😞</td> <td>😊 😐 😞</td> <td>😊 😐 😞</td> <td>😊 😐 😞</td> </tr> </tbody> </table>	1. 	2. 	3. 	4. 	5. 	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	6. 	7. 	8. 	9. 	10. 	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞
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# Weekly Overview of Learning

Year Group: 3    Week beginning: 17.04.23

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	<p>Week beginning 17th April 2023 L.L. We are learning to identify what we already know and what we want to find out about maps.</p> <div data-bbox="824 252 1357 624"><p>What do you now know about maps?</p><p>Maps and map reading</p><p>What do you now know about a key? Do you remember any symbols?</p><p>What do you want to know about a key?</p></div>	
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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

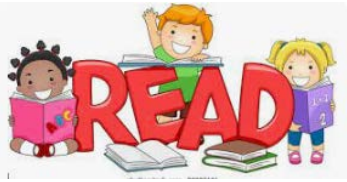
Maths

REMINDERS - trips/events/items to bring in

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

Your teacher will check and sign your work once a week.

Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.

Try and login to **Bug Club** and **Reading Eggs**.



**Spelling and dictation** – Remember to try and use these words in sentences to show that you understand their meanings.

### KS2 -

In year 3 the children have individualised spellings which are tested upon each week on an allocated day.

**Doodle English and Doodle Spell** – log in to your account at least 3 times this week.



**Doodle Maths** – Log on to your account at least **three times this week**.

**We will be checking to see who has accessed their account the most!!**

Work to reach your target – are you in the **green** zone yet?

### Times Tables Rockstars:

Take part in the weekly Year 3 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!



Please make sure your child has a glue stick and green pen for their pencil case at school – thank you.

### Guided Reading

Please make sure your child has their purple task and reading book in school every day. Your child will be reading with their teacher each week.

