

Weekly Overview of Learning

Year Group: 3 Week beginning: 18.03.24

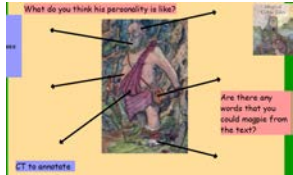

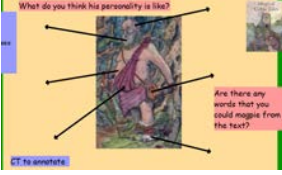




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English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	<p>Topaz and Lapis at Neasden Temple Sapphire and Turquoise to complete this lesson</p> <p><u>LI: We are learning to collect adjectives for a character in our new text 'Magical Celtic Tales'.</u></p>	<p>Sapphire and Turquoise at Neasden Temple Topaz and Lapis to complete this lesson</p> <p><u>LI: We are learning to collect adjectives for a character in our new text 'Magical Celtic Tales'.</u></p>	<p><u>LI: We are learning to draft our setting description of a Celtic landscape.</u></p>	<p><u>LI: We are learning to draft and upscale our setting description of a Celtic landscape.</u></p>	<p><u>LI: We are learning to write a setting description of a Celtic landscape.</u></p>
Speaking and Listening Focus	<p>Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listening.</p>	<p>Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listening.</p>	<p>Independent learning Children will complete independent learning/writing tasks.</p>	<p>Independent and collaborative learning Children will complete independent learning/writing tasks.</p>	<p>Independent learning. Children will complete independent learning/writing tasks.</p>
Key vocabulary and Key Blooms higher order thinking questions	<p>Key Vocabulary Magical Celtic Tales Adjectives Expanded noun phrases Similes Character Giant Creature</p> <p>Key Questions Can you recall what happened in chapter 1? Where was the story set? Who were the main characters? What is a giant? Could you describe the giant? Could you use an expanded noun phrase to describe the giant? Could you use a simile?</p>	<p>Key Vocabulary Magical Celtic Tales Adjectives Expanded noun phrases Similes Character Giant Creature</p> <p>Key Questions Can you recall what happened in chapter 1? Where was the story set? Who were the main characters? What is a giant? Could you describe the giant? Could you use an expanded noun phrase to describe the giant? Could you use a simile?</p>	<p>Key Vocabulary Magical Celtic Tales Adjectives Expanded noun phrases Similes Character Giant Creature Drafting Senses</p> <p>Key Questions What key features are added to a setting description? What can be seen, felt, touched, heard and tasted? How can you imbed key writing techniques into your description? Have you consistently written in the correct tense/person?</p>	<p>Key Vocabulary Editing - upscale - green pen Magical Celtic Tales Adjectives Expanded noun phrases Similes Character Giant Creature Drafting Senses</p> <p>Key Questions What edits can you make to your description? Could your adjectives be upscaled? Could you use a synonym for that word? How could your description be improved? How can you imbed key writing techniques into your description? Have you consistently written in the correct tense/person?</p>	<p>Key Vocabulary Magical Celtic Tales Adjectives Expanded noun phrases Similes Character Giant Creature Senses Write up</p> <p>Key Questions What key features are added to a setting description? What can be seen, felt, touched, heard and tasted? How can you imbed key writing techniques into your description? Have you consistently written in the correct tense/person?</p>

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<p>Activities</p>	<p>Children will recall what happened in chapter 1 of 'Magical Celtic Tales'. They will discuss what the setting was and recap their ideas from the previous lesson.</p> <p>Children will identify the main character and discuss what a giant is. They will collect adjectives, expanded noun phrases and similes to describe the giant's appearance and personality.</p>  <p>Children will complete a thinking frame with their ideas.</p> 	<p>Children will recall what happened in chapter 1 of 'Magical Celtic Tales'. They will discuss what the setting was and recap their ideas from the previous lesson.</p> <p>Children will identify the main character and discuss what a giant is. They will collect adjectives, expanded noun phrases and similes to describe the giant's appearance and personality.</p>  <p>Children will complete a thinking frame with their ideas.</p> 	<p>Within this lesson the children will begin to draft their setting description using their prior learning from the previous lessons. They will be scaffolded with sentence starters and adjectives to support them in creating an exceptional piece of writing.</p>  <p>The children will need to draw upon their senses to write an immersive setting description for the reader.</p>	<p>The children will continue to write up their draft. They will be scaffolded with sentence starters and adjectives to support them in creating an exceptional piece of writing.</p>  <p>The children will need to re-read their writing to ensure it makes sense and identify any areas for improvement. They will use their green pens to make edits.</p> <p>They will work with a partner to support them in upscaling and editing their work.</p>	<p>The children will be using their drafts to write up their final version of their setting description using teacher comments and feedback.</p>  <p>The WAGOLL will support the children in how to structure their writing as well as set an expectation for what is expected.</p>
<p>Spelling focus</p>	<p>Weekly Rule - To develop knowledge of words with the short /i/ sound spelt with a 'y'</p> <p>Weekly words - Egypt, mystic, pyramid, hymn, mystery, system, symbol, lyric, myth, typical</p>				

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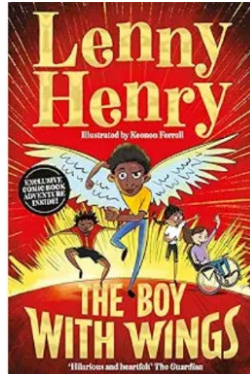
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Class Text – Reading Aloud
20 mins each day

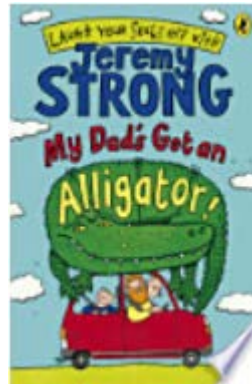
Topaz

TEXT – The Boy with Wings
Author – Lenny Henry



Sapphire

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



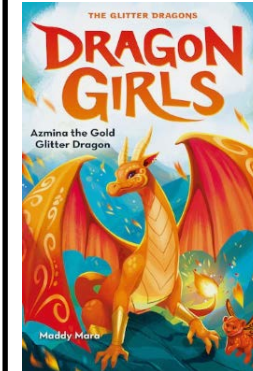
Turquoise

Text – The Danger Gang
Author - Tom Fletcher



Lapis

Text – Dragon girls
Author - Maddy Mara



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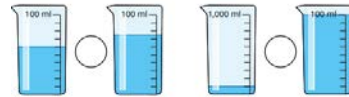

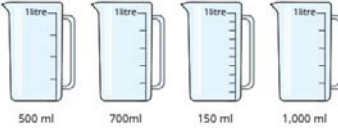
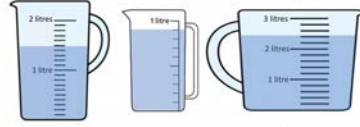
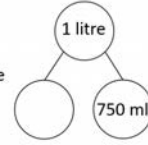
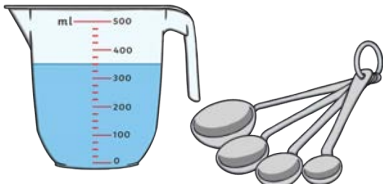
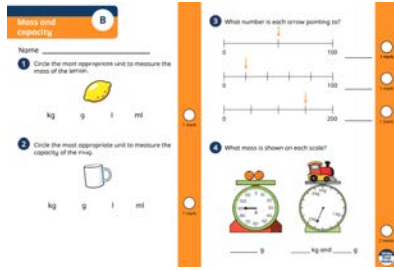
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p>Topaz and Lapis at Neasden Temple</p> <p>Sapphire and Turquoise to complete this lesson</p> <p><u>LI: We are exploring capacity and volume (practical)</u></p>	<p>Sapphire and Turquoise at Neasden Temple</p> <p>Topaz and Lapis to complete this lesson</p> <p><u>LI: We are exploring capacity and volume (practical)</u></p>	<p><u>LI: We are comparing capacity and volume using <, > and =.</u></p>	<p><u>LI We are learning to add and subtract capacity and volume.</u></p>	<p><u>LI: We are learning to apply our learning and to add and subtract capacity and volume</u></p>
Key vocabulary and key questions	<p><u>Key vocabulary</u></p> <p>Compare Volume Capacity Container Interval Litre Equivalent Difference</p> <p><u>Key questions</u></p> <p>How many 100 ml containers full of water fill a 1 litre container?</p> <p>How many millilitres are equivalent to 1 litre?</p> <p>How many equal parts are there?</p> <p>What is each interval worth?</p> <p>Do you always need to count up the scale to find out how much there is?</p> <p>How can you use number bonds to 100 to help?</p>	<p><u>Key vocabulary</u></p> <p>Compare Volume Capacity Container Interval Litre Equivalent Difference</p> <p><u>Key questions</u></p> <p>How many 100 ml containers full of water fill a 1 litre container?</p> <p>How many millilitres are equivalent to 1 litre?</p> <p>How many equal parts are there?</p> <p>What is each interval worth?</p> <p>Do you always need to count up the scale to find out how much there is?</p> <p>How can you use number bonds to 100 to help?</p>	<p><u>Key vocabulary</u></p> <p>Compare Volume Capacity Container Interval Millilitres Litre Difference 1 litre Calculations Altogether</p> <p><u>Key questions</u></p> <p>What is the difference between capacity and volume?</p> <p>Which container do you think has the greater capacity? Why?</p> <p>Which container do you think has the greater volume of liquid in? Why?</p> <p>How can you work out the actual capacity of each container?</p> <p>What is each interval worth? How can you work out halfway between two marks?</p> <p>What unit is the volume/capacity measured in?</p> <p>How many millilitres are there in litres?</p>	<p><u>Key vocabulary</u></p> <p>Addition Subtraction Millilitres Litres Difference 1 litre Calculations Altogether</p> <p><u>Key questions</u></p> <p>What units are being used? Can you add/subtract them?</p> <p>How many litres are there altogether? How many millilitres are there?</p> <p>What volume do you need to add to reach 1 litre? How much more liquid is still left to add?</p> <p>How could you work out the difference?</p> <p>In what order are you going to do the calculations?</p> <p>Do you have to do them in a certain order or is there a more efficient method?</p>	<p><u>Key vocabulary</u></p> <p>Addition Subtraction Millilitres Litres Difference 1 litre Calculations Altogether</p> <p><u>Key questions</u></p> <p>What units are being used? Can you add/subtract them?</p> <p>How many litres are there altogether? How many millilitres are there?</p> <p>What volume do you need to add to reach 1 litre? How much more liquid is still left to add?</p> <p>How could you work out the difference?</p> <p>In what order are you going to do the calculations?</p> <p>Do you have to do them in a certain order or is there a more efficient method?</p>

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Activities					
<p>Activities</p>	<p>In the previous two steps, children measured capacity and volume in both litres and millilitres, and read scales using both of these units of measure. In this small step, they build on their understanding of 1 litre being equivalent to 1,000 ml, and this point will be explored in great depth, so the volumes and capacities in the questions will not go over 1 litre.</p> <p>Write $<$, $>$ or $=$ to compare the volumes.</p>  <p>Children also draw on other previously learnt skills, as they use addition and subtraction to make amounts of millilitres up to 1 litre. They continue to look at fractions of a litre, and should know that $\frac{1}{2}$ of a litre is 500 ml and $\frac{1}{4}$ of a litre is 250 ml.</p>	<p>In the previous two steps, children measured capacity and volume in both litres and millilitres, and read scales using both of these units of measure. In this small step, they build on their understanding of 1 litre being equivalent to 1,000 ml, and this point will be explored in great depth, so the volumes and capacities in the questions will not go over 1 litre. Children also draw on other previously learnt skills, as they use addition and subtraction to make amounts of millilitres up to 1 litre. They continue to look at fractions of a litre, and should know that $\frac{1}{2}$ of a litre is 500 ml and $\frac{1}{4}$ of a litre is 250 ml.</p> <p>Jo has these bottles.</p>  <p>She uses the bottles to fill this 1 litre jug.</p>	<p>Building on their understanding of litres and millilitres, in this small step children compare capacities and volumes. Children 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. They then progress to using "greater than" and "less than" as well as the inequality symbols ($<$, $>$, $=$) to compare capacities and volumes that can be measured.</p> <p>Shade the jugs to show where the water will reach.</p> 	<p>Children use mixed units, adding the litres and millilitres separately. Use of part-whole models can support this. This is a good opportunity for children to practise their mental addition and subtraction, as many of the numbers involved will not necessitate the written method. As children have not yet explored numbers beyond 1,000, there will be no requirement to cross 1 litre with addition or subtraction, but children will use their knowledge of 1,000 ml being equivalent to 1 litre to subtract from whole litres.</p> <ol style="list-style-type: none"> 1) What is the volume of water in each jug?  2) What is $300 + 600$?  3) Complete the part-whole model. 	<p>In today's lesson the children will experiment capacity, the children will get to add or subtract volume. This will aid children to visually see how liquid is measured and how to use a measuring jug.</p>  <p>Once the children experimented with volume they will complete an end of unit assessment on mass and capacity,</p> 

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

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Spanish - Language Angels	ART - Kapow	RE												
<p style="text-align: center;"><u>Las Formas</u></p> <p><u>L.I: I will be using my knowledge of shape and number to count the amount of each shape in the picture.</u></p> <p>In this lesson the children will use their prior learning of numbers in Spanish and join it with their new learning of shapes. The children will be counting the amount of each shape and writing the number next to the correct shape in Spanish.</p> <div data-bbox="235 614 638 885"> <p>Nombre: _____ Instructions: Colour in the same shape in the same colour in the picture below. Then count how many of each shape you can find in the picture and write the number in digits. Circle if the shape is singular (only 1) or plural (more than 1).</p> <p>WORD BANK</p> <table border="0"> <tr> <td>rectángulo/rectángulos</td> <td>línea/lineas</td> <td>estrella/estrellas</td> </tr> <tr> <td>óvalo/óvalos</td> <td>cuadrado/cuadrados</td> <td>círculo/círculos</td> </tr> <tr> <td>pentágono/pentágonos</td> <td>triángulo/triángulos</td> <td></td> </tr> <tr> <td>hexágono/hexágonos</td> <td>rampa/rampas</td> <td></td> </tr> </table> </div>	rectángulo/rectángulos	línea/lineas	estrella/estrellas	óvalo/óvalos	cuadrado/cuadrados	círculo/círculos	pentágono/pentágonos	triángulo/triángulos		hexágono/hexágonos	rampa/rampas		<p style="text-align: center;"><u>Unit - Proportional Drawings</u></p> <p style="text-align: center;"><u>L.I. -</u></p>	<p style="text-align: center;"><u>Islam</u></p> <p><u>L.I: We are learning to summarise key concepts in ISLAM.</u></p> <p>This week children will consolidate their understanding of Islam by producing a poster highlighting the core values and key concepts.</p> <div data-bbox="1489 494 1758 646"> </div> <div data-bbox="1825 566 2105 774"> </div> <p>Children will be identifying key information relating facts and details of the faith.</p>
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PSHCE - Jigsaw	Music - Sing Up	Computing - Teach Computing												
<p style="text-align: center;"><u>Unit - Healthy Me</u></p> <p><u>Lesson 5 - L.I: We are learning to respect our bodies and appreciate what it does.</u></p> <p>Children are going to define the term respect, and why it is important to respect and love our bodies. They will discuss how their body can help them everyday.</p> <p>They will complete a quiz on fun facts all about their body and the amazing things that it can do.</p> <p>They will complete a sheet by filling in different reasons and facts on why they love and respect their body.</p> <div data-bbox="448 1109 728 1524"> </div>	<p style="text-align: center;"><u>Unit 5 - Latin Dance</u></p> <p><u>L.I: We are learning to compose a rhythm pattern.</u></p> <p>Children will begin by practising their salsa dance with a partner, and they will recall what they know about Cuban music.</p> <p>The children will listen to different types of Cuban music and identify what language is spoken, what rhythm is used and what dance styles can be seen.</p> <div data-bbox="1164 1077 1444 1236"> </div> <div data-bbox="1064 1316 1444 1532"> </div>	<p style="text-align: center;"><u>Unit 4 - Data and Information</u></p> <p><u>L.I: We are learning to plan the structure of a branching database.</u></p> <p>Children are going to discuss the attributes of dinosaurs, and think about possible yes and no questions. They will receive fact cards about dinosaurs and sort them into two groups based on their attributes. Then, they will arrange their items on the branches of the database.</p> <div data-bbox="1545 1284 2105 1556"> <p>Test your branching database</p> <p>Pick one dinosaur and track it through your branching database.</p> <p>Example: Dimetrodon</p> <p>Is it a carnivore? Yes Is it grey? No</p> <p>Does your branching database identify the correct attributes?</p> </div>												

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Science - Cornerstone	Topic - Cornerstones	PE - Get Set 4 PE				
<p style="text-align: center;"><u>Unit - British Science Week (off-curriculum)</u></p> <p><u>Lesson 1</u> <u>LI - To be able to challenge stereotypes and to gain a better understanding of scientists in our society.</u> As a part of British Science Week, the children will be challenging stereotypes of what a scientist looks like! The children will design what they believe a scientist looks like and compare it to a real life scientist.</p> <div style="text-align: right; font-size: small;"> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="font-size: x-small;">Date: _____</p> <p style="font-size: x-small;">LI: to be able to challenge stereotypes and to gain a better understanding of scientists in our society.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; font-size: x-small;">Task 1</td> <td style="width: 50%; text-align: center; font-size: x-small;">Task 2</td> </tr> <tr> <td style="height: 100px;"> </td> <td style="height: 100px;"> </td> </tr> </table> <p style="font-size: x-small;">Can you summarise what you have learned today?</p> <hr/><hr/><hr/><hr/> </div> <p><u>Lesson 2</u> <u>LI: To use natural resources to create our own moth.</u> To continue British Science Week, the children will be taking part in collecting natural resources from the surrounding areas of the school to use in creating their own moth. This activity is challenging the children to be observant and creative.</p> <div style="text-align: center; margin-top: 20px;"> </div>	Task 1	Task 2			<p style="text-align: center;"><u>Geography - Rocks, Relics and Rumbles</u></p> <p><u>Lesson 1:</u> <u>LI: we are learning about significant geographical activities that have changed a landscape in the short or long term.</u></p> <p>This week the children will look at a case study of how an earthquake can affect the environment and humans. The children will discuss the problems encountered by humans in the short term, such as fear, injury from falling debris and loss of personal items, and in the long term, such as loss of homes, lack of water and sanitation, damaged roads and transport networks and loss of jobs and services</p> <div style="text-align: center; margin: 10px 0;"> </div> <p><u>Lesson 2:</u> <u>LI: we are learning about tsunamis and to locate a geographical feature or place on a map</u></p> <p>The children will recap on cardinal compass points using a range of maps. The children will discuss the markers that are in between the cardinal points. The children explore the Indian Ocean earthquake information pack, using the data table, compass and key to complete the Indian Ocean earthquake question sheet.</p> <div style="margin-top: 20px;"> <ol style="list-style-type: none"> 1. In which direction was the first country that the tsunami hit? _____ 2. What country is north of the earthquake epicentre? _____ 3. What country did the waves that travelled north-west hit first? _____ 4. How long did it take the waves that travelled west to hit land? _____ 5. In which direction did the waves travel that hit Mauritius? _____ 6. What country is north-east from the earthquake epicentre? _____ 7. In which direction is Australia from the earthquake epicentre? _____ </div>	<p><u>Unit 5 - Dance</u> <u>Lesson 9 - LI: We are learning to create a sequence with matching and contrasting actions and shapes.</u> Pupils will create a sequence with a partner by matching and contrasting their actions such as a pencil roll and a barrel roll. They will use a jump, a roll and a balance to create their sequence.</p> <div style="text-align: center; margin: 10px 0;"> </div> <p><u>Lesson 10 - LI: We are learning to create a sequence on apparatus using matching and contrasting.</u> Pupils work with their partner to freely explore all of the apparatus by completing a matching or contrasting action at each station. They must create a sequence to include jumps, balances and rolls both matching and contrasting. Pupils will discuss and plan their sequence then begin to create.</p> <div style="text-align: center; margin-top: 20px;"> </div>
Task 1	Task 2					

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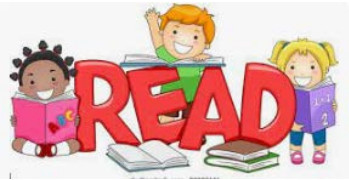
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Homework

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 - 18th/19th
Lapis and Topaz - 18th March
Please wear your PE kit
Sapphire and Turquoise- 19th March