

# Weekly Overview of Learning

Year Group: 3 Week beginning: 19.02.24

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English	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Reading and Writing</b>	<u>LI: To write a quest story using our prior learning (COLD TASK)</u>	<u>LI: We are learning about what a quest story is and delving into different examples, examining key features.</u>	<u>LI: We are planning our draft for our quest story onto a story mountain.</u>	<u>LI: We are drafting our introduction to our quest story, focusing on the setting and characters.</u>	<u>LI: We are drafting our setting and problem in our quest story.</u>
<b>Speaking and Listening Focus</b>	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.	Independent learning.  Children will complete independent learning/writing tasks.
<b>Key vocabulary and Key Blooms higher order thinking questions</b>	<p><b>Key Vocabulary</b> Quest Story Beginning Middle End Problem Mission/Journey Fronted adverbial Adjectives Expanded noun phrases Adverbs Feelings Similes Inverted commas</p> <p><b>Key Questions</b> What is a quest story?  What is a quest?  What needs to go into every story?  Do you know the key features of a story?  Have you included a title?</p>	<p><b>Key Vocabulary</b> Quest Story Beginning Middle End Problem Mission/Journey Fronted adverbial Adjectives Expanded noun phrases Adverbs Feelings Similes Inverted commas</p> <p><b>Key Questions</b> What is a quest story?  What is a quest?  What needs to go into every story?  Do you know the key features of a story?  Is there more than one character/setting?</p>	<p><b>Key Vocabulary</b> Story Mountain Beginning Middle End Problem Resolution Quick Notes Bullet points</p> <p><b>Key Questions</b> What is your beginning going to include? Who are the main characters/what is the setting?  What problem will occur? Is it going to involve other characters or something new?  What is the solution? How is your problem overcome?  How does your story end? Is it a happy, sad or cliffhanger ending?  Can you write them in quick notes/bullet points?</p>	<p><b>Key Vocabulary</b> Draft Quest story Setting Characters Description Introduction Fronted adverbial Adjectives Expanded noun phrases Adverbs Feelings Similes Inverted commas</p> <p><b>Key Questions</b> Can you recall what a quest story is?  What happened at the beginning of your story?  Can you use a fronted adverbial to start your sentence?  What does the setting look like?  Could you use an expanded noun phrase?</p>	<p><b>Key Vocabulary</b> Draft Quest story Description Introduction Problem Fronted adverbial Adjectives Expanded noun phrases Adverbs Feelings Similes Inverted commas</p> <p><b>Key Questions</b> What is the problem in your story?  Can you recall the setting of your story?  How does Lila feel?  Where does the problem occur?  Who causes the problem?  Does the problem make Lila feel braver?</p>

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## Activities

The children will be creating a short quest story as their cold task. This will highlight any misconceptions the children have regarding what a quest is and how a story is formatted.



In this lesson the children will be exploring the key features of a quest story and what they include. They will look at a WAGOLL and unpick the key features using a 'success criteria' to see if all of their features are included in the WAGOLL.

**The Enchanted Garden Adventure**

Once upon a time in the quiet town of Meadswillie, a group of Year 3 children discovered a mysterious map tucked inside an old, dusty book in their school library. The map led them to the outskirts of town, where a hidden path led to an enchanted garden.

Excitement bubbled within the group as they followed the winding trail, surrounded by tall trees and singing birds. The sun cast its warm glow, lighting up the way. As the children approached the entrance of the garden, they noticed a small gate adorned with sparkling fairy dust.

With a collective gasp, the children pushed open the gate and stepped into a magical world filled with vibrant flowers, talking animals, and sparkling streams. In the centre of the garden stood a wise old owl named Oliver, who greeted them with a hoot.

Oliver explained that the garden was in trouble. The mischievous goblin, Grumbelwort, had stolen the magical rainbow seeds that kept the garden alive and colourful. Without the seeds, the flowers were wilting, and the animals were losing their cheerful spirits.

The Year 3 children, feeling brave and determined, decided to embark on a quest to retrieve the rainbow seeds from Grumbelwort's lair deep in the heart of the enchanted forest. Oliver bestowed each child with a special charm to protect them from the goblin's tricks.

The journey was filled with challenges, from crossing rickety bridges to outsmarting mischievous faeries. Along the way, the children learned the importance of teamwork, kindness, and perseverance. They discovered that each of their charms had unique powers that helped them overcome obstacles.

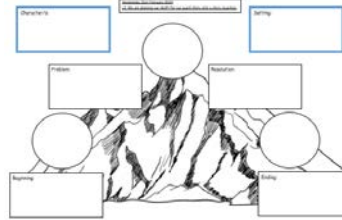
Finally, after navigating through the dark forest, they reached Grumbelwort's lair. The goblin was not pleased to see intruders, but the Year 3 children cleverly used their charms to distract and outwit him. With a bit of quick thinking and a lot of courage, they managed to snatch the rainbow seeds and escape.

As they returned to the enchanted garden, the children planted the seeds back where they belonged. Almost immediately, the garden burst into a riot of colours, and the air was filled with laughter as the animals rejoiced. Oliver, the wise old owl, expressed his gratitude, and the children felt a deep sense of accomplishment.

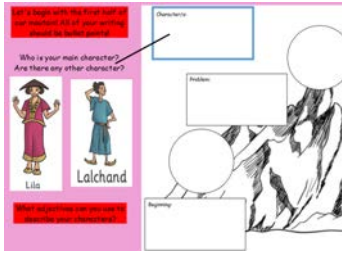
With the garden restored, the Year 3 children bid farewell to their new friends and walked back through the gate, returning to Meadswillie. As they entered their school library, they couldn't help but wonder if there were more magical adventures waiting for them in the pages of dusty books. And so, with hearts full of stories and memories, the children eagerly awaited their next enchanting quest.

Success Criteria	Tick
Capital letters A a	
Exciting punctuation . , ! ? " "	
Fronted adverbials	
Expanded noun phrases	
Adverbs	
Dialogue using inverted commas	
Feelings	
3 <sup>rd</sup> person - he, she, they	
Alliteration	
Similes	

The children will be creating their story mountain in this lesson, mapping out their plan for what they would like to include in each section of their story!



The children will be creating quick notes/bullet points to draft an outline for their quest! They will have scaffolds and differentiated items to support their thinking.



Children are going to use their story mountain to draft up their introduction. The draft will help children organise their ideas into a story that flows and makes sense.

The children will discuss the success criteria that they will be using in their writing.

Children will discuss what the following writing features are by defining them and looking at examples of the feature in a piece of text.

Success Criteria	Tick
Capital letters A a	
Exciting punctuation . , ! ? " "	
Fronted adverbials	
Expanded noun phrases	
Adverbs	
Dialogue using inverted commas	
Feelings	
3 <sup>rd</sup> person - he, she, they	
Alliteration	
Similes	

Children will read a model example of the introduction which uses the success criteria.

Children are going to use their story mountain to draft the rest of their setting and the problem that Lila will face in their story.

Children will discuss their ideas with their partner, and think about how and why the problem arises in their story, and who causes the problem.

Then, they will read a model example of the problem in the story using the success criteria.

They will use their success criteria to support them when writing the problem.

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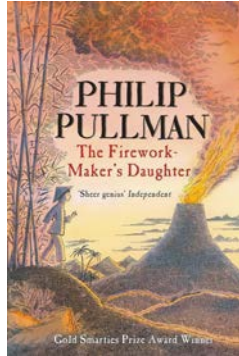
Year Group: 3    Week beginning: 19.02.24

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**Class Text – Reading Aloud**  
**20 mins each day**

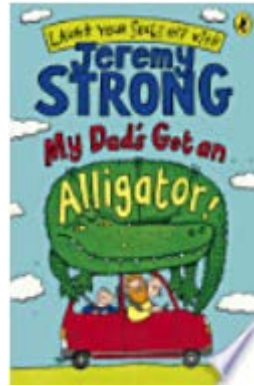
**Topaz**

TEXT – The Firework Maker's Daughter  
Author – Philip Pullman



**Sapphire**

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



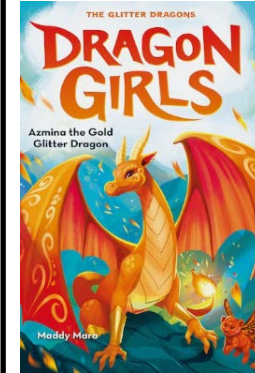
**Turquoise**

Text – The Danger Gang  
Author - Tom Fletcher



**Lapis**

Text – Dragon girls  
Author - Maddy Mara



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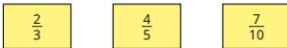

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Key vocabulary and key questions</b></p>	<p><b><u>LT:We are learning to identify the denominator of a unit fraction</u></b></p> <p><b><u>Key vocabulary</u></b>                      Unit fraction                      Denominator                      Whole                      Part                      Equal Parts                      Equally                      Split</p> <p><b><u>Key questions</u></b>                      Is the diagram split into equal parts?                       How many equal parts are there?                       How many parts are shaded?                       What is the denominator of this fraction ? How do you know?                       Can you draw a different diagram to show the same fraction?                       If the shape has not been divided equally, can you find a fraction?</p>	<p><b><u>LT:We are learning to compare and order unit fractions.</u></b></p> <p><b><u>Key vocabulary</u></b>                      Ordering                      Smallest                      Largest                      Unit fraction                      Part                      Bar model                      Compare                      Equivalent</p> <p><b><u>Key questions</u></b>                      What is the same and what is different about comparing fractions and comparing whole numbers?                       What is the denominator of the fraction? What is the numerator? Which is the greater/smaller denominator?                       What do you notice about the denominators and the order of the fractions? Why does this happen?                       Is 1 4 greater than 1 10? Can you draw a diagram to show this</p>	<p><b><u>LT:We are learning about numerators in a non- unit fraction.</u></b></p> <p><b><u>Key vocabulary</u></b>                      Numerator                      Non unit fraction                      Whole                      Denominator                      Equal parts                      Spilt                      Quantity</p> <p><b><u>Key questions</u></b>                      How many equal parts is the whole split into?                       How many equal parts are shaded/circled?                       How do you know what the denominator/numerator is?                       Where can you see the denominator in the diagram?                      Where can you see the numerator?                       What is the difference between a unit fraction and a non-unit fraction?</p>	<p><b><u>LT:We are learning about fractions as a whole and making a whole</u></b></p> <p><b><u>Key vocabulary</u></b>                      Fractions                      Whole                      Denominator                      Numerator                      Equal parts                      Shaded                      Part</p> <p><b><u>Key questions</u></b>                      Is the whole split into equal parts?                       How many equal parts has the whole been split into?                       What fraction is shaded?                       How many more parts do you need to shade to make 1 whole?                       What do you notice about the numerator and the denominator when the whole is shaded?</p>	<p><b><u>LT: We are learning to compare and order non-unit fractions with the same denominator.</u></b></p> <p><b><u>Key vocabulary</u></b>                      Fractions                      Whole                      Denominator                      Numerator                      Equal parts                      Shaded                      Part</p> <p><b><u>Key questions</u></b>                      Are the numerators the same?                       Are the denominators the same?                       If the denominators are the same, how can you compare the fractions?                       Which fraction is greater? How do you know?                       Which fraction is smaller? How do you know?                       What patterns did you spot when you ordered the fractions?</p>

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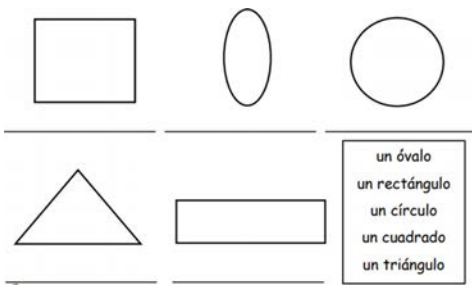


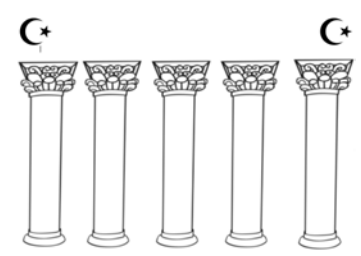
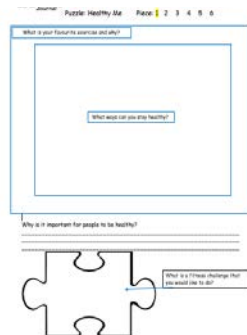
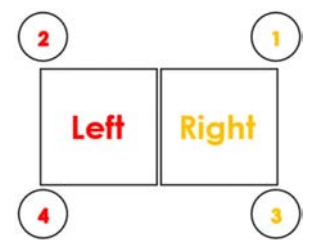
<p><b>Activities</b></p>	<p>Children begin this block by exploring the denominators of unit fractions. From Year 2, they know about halves, quarters and thirds and they now look at fractions with other denominators. Children understand that a fraction can be seen as part of a whole and that to find a unit fraction, they divide the whole into equal parts.</p> <p>They then identify the role of the denominator, appreciating that this shows how many equal parts the whole has been divided into. This step explores unit fractions only, with the focus being on the denominator.</p> <p>Which shapes show <math>\frac{1}{4}</math>?</p>  <p>How do you know? Find another way to show <math>\frac{1}{4}</math></p>	<p>In this small step, children use their understanding of denominators developed in the previous step to compare and order unit fractions. They compare and order non-unit fractions later in the block. Children compare fractions by observing the part-whole relationship. For example, if they split the whole into 4 equal parts, the parts will be bigger than if they had split the whole into 10 equal parts meaning <math>\frac{1}{4}</math> is a bigger part of the whole than <math>\frac{1}{10}</math> is. They use diagrams and bar models to illustrate this before moving on to understanding that when the numerators are the same then the greater the denominator, the smaller the fraction.</p> <p>Match the fractions to the bar models.</p> 	<p>Children explore and understand the role of the numerator in unit and non-unit fractions. Children need to be secure in their understanding of unit fractions before moving on to non-unit fractions. Children understand that a non-unit fraction is made up of a quantity of unit fractions, for example <math>\frac{3}{4}</math> is the same as three single quarters or <math>1\frac{1}{4} + 1\frac{1}{4} + 1\frac{1}{4}</math>. A range of representations, including shaded shapes, number lines and bar models, can be used to help children identify fractions. Concrete and pictorial resources are useful for demonstrating the role of the numerator as well as reinforcing the role of the denominator.</p> <p>Draw bar models to show each fraction.</p> 	<p>In this small step, children explore the whole in relation to fractions. They use diagrams and other representations to develop their understanding that when the numerator of a fraction is equal to its denominator, then the fraction is equivalent to 1 whole. Once this understanding is secure, children move on to "making the whole". Children start by using diagrams to identify how many equal parts a shape has been split into and how many are shaded, before thinking about how many more parts need shading to make the whole.</p> <p>Complete the sentences for the shapes.</p> <p>The whole is split into <input type="text"/> equal parts. <input type="text"/> parts are shaded. The fraction shaded is <input type="text"/></p>  <p>What do you notice?</p>	<p>Bar models and other representations, such as strips of paper, can be used to support children's understanding of fractions. They should recognise that if the denominator is the same, then the greater the numerator, the greater the fraction or the smaller the numerator, the smaller the fraction. Children could be encouraged to make links between the two types of comparing and ordering they have explored so far: unit fractions with different denominators, and non-unit fractions with the same denominator.</p> <p>Write the fractions in order, starting with the smallest.</p> <p>a) <math>\frac{1}{9}</math> <math>\frac{8}{9}</math> <math>\frac{4}{9}</math> <math>\frac{2}{9}</math> <math>\frac{7}{9}</math></p> <p>b) <math>\frac{2}{9}</math> <math>\frac{2}{3}</math> <math>\frac{2}{7}</math> <math>\frac{2}{29}</math> <math>\frac{2}{41}</math></p> <p>c) <math>\frac{3}{8}</math> <math>\frac{4}{5}</math> <math>\frac{1}{8}</math> <math>\frac{7}{7}</math> <math>\frac{3}{5}</math></p>
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Please continue logging into Doodle Maths and Times-table Rockstars regularly

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Spanish - Language Angels	ART - Kapow	RE																																																						
<p><u>Las Formas</u>  <u>LI:I will learn how to say 5 different shapes with their determiner in Spanish.</u></p> <p>This term the children will be learning how to say ten shapes in Spanish. This week the children will be introduced to a shape song, the children will then learn 5 different shapes in shapes. They will then complete a worksheet to consolidate their understanding.</p>  <p>un óvalo  un rectángulo  un círculo  un cuadrado  un triángulo</p>	<p><u>Unit - Egyptian Scrolls</u>  <u>Lesson 1 part 1 - LI - We are learning to investigate the style, pattern and characteristics of Ancient Egyptian art.</u></p> <p>Children are going to explain Egyptian art work, and discuss how the art was made, why it was made and what materials were used to make it.</p>  <p>Children are going to start by making a background in their sketchbook using different coloured paints.</p>  <p>You are going to paint a light colour wash on a double spread page in your art book using yellow, brown, orange and red paints, and mixing it with a bit of water so it is lighter.</p>	<p><u>Islam</u>  <u>LI:We are learning to identify the five pillars in Islam.</u></p> <p>This term, children will be learning about Islam and all the contributing factors to the religion. This introductory lesson focuses on children identifying what they already know about the faith as well as understanding the Five pillars which are important to muslims.</p> 																																																						
PSHCE - Jigsaw	Music - Sing Up	Computing - Teach Computing																																																						
<p><u>Unit - Healthy Me</u>  <u>Lesson 1 - LI: We are learning to explore how exercise affects our body.</u></p> <p>Children are going to discuss what exercise and energy is and why it is important. They will look at a scale that can help children understand the balance between energy and exercise. Children will discuss the different types of exercises that they can do to keep their body healthy.</p> <p>Children are going to complete a sheet to explain why exercise is important and to make a fitness challenge that they would like to complete.</p> 	<p><u>Unit 5 - Latin Dance</u>  <u>LI: We are learning to feel the rhythm of salsa.</u></p> <p>Children are going to listen to Latin dance music, and identify the song's structure - the intro, verses and chorus. Children are going to feel the beat by using steps to dance to the song.</p> <p>They will sing the chorus of the song as they dance.</p>  <p>1. Can ev'rybody hear me?  Can ev'rybody move?  Can ev'rybody see me?  Get into the groove.  Can you feel the rhythm?  Does it feel good?  Can you move your body?  Cos I think you should.</p> <p>2. Can ev'rybody hear me?  Can ev'rybody move?  Can ev'rybody see me?  Get into the groove.</p> <p>And we're making music,  And it's sounding great.  Just follow me,</p>	<p><u>Unit 4 - Data and Information</u>  <u>LI: We are learning to create yes and no questions to describe different objects.</u></p> <p>Children are going to define what yes and no questions are. They will sort out a range of questions into the categories yes and no.</p> <p>Children are going to look at different objects around the room and try to describe them using yes and no questions. Possible questions may include is it sharp or is it smooth? Children will create question for the vehicles shown in the picture.</p> <p>Asking questions  Write at least two questions that have a yes or no answer. The answer should sort the pictures into two groups that are roughly the same size.</p> <table border="1"> <thead> <tr> <th>Question</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>Total 'Yes'</th> <th>Total 'No'</th> </tr> </thead> <tbody> <tr> <td>Example: Does it have handbars?</td> <td>✓</td> <td>X</td> <td>✓</td> <td>✓</td> <td>X</td> <td>X</td> <td>3</td> <td>4</td> </tr> <tr> <td></td> <td></td> <td></td> <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> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <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> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Question							Total 'Yes'	Total 'No'	Example: Does it have handbars?	✓	X	✓	✓	X	X	3	4																																				
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Science - Cornerstone	Topic - Cornerstones	PE - Get Set 4 PE												
<p style="text-align: center;"><u>Unit -</u></p> <p><u>Lesson 1 - Exploring Light</u>  <u>LI: We are learning to make observations, identifying similarities, differences and changes in different representations of Light.</u></p> <p>In this lesson the children will be conducting different carousel activities to explore light, shadows and their properties. Whilst doing this activity the children will be using a range of useful and key vocabulary to stretch and challenge their observations.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p><small>Copy out each activity and record your observations in the table, using the useful words below.</small></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Activity</th> <th style="width: 40%;">Observations</th> <th style="width: 40%;">Useful words</th> </tr> </thead> <tbody> <tr> <td>1. Shadow activity</td> <td></td> <td> <ul style="list-style-type: none"> <li>• light</li> <li>• shadow</li> <li>• dark</li> <li>• bright</li> <li>• translucent</li> </ul> </td> </tr> <tr> <td>2. Measuring light</td> <td></td> <td> <ul style="list-style-type: none"> <li>• light sensor</li> <li>• light</li> <li>• material</li> <li>• pin-through block</li> <li>• translucent sheet</li> <li>• light</li> <li>• opaque</li> <li>• dark</li> <li>• white</li> </ul> </td> </tr> <tr> <td>3. 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Where are translucent materials used in everyday life?              _____              _____</li> <li>4. Which test material could be used to make blackout curtains for a bedroom?              _____</li> <li>4. Why is this material suitable for blackout curtains?              _____              _____</li> </ol>	Activity	Observations	Useful words	1. Shadow activity		<ul style="list-style-type: none"> <li>• light</li> <li>• shadow</li> <li>• dark</li> <li>• bright</li> <li>• translucent</li> </ul>	2. Measuring light		<ul style="list-style-type: none"> <li>• light sensor</li> <li>• light</li> <li>• material</li> <li>• pin-through block</li> <li>• translucent sheet</li> <li>• light</li> <li>• opaque</li> <li>• dark</li> <li>• white</li> </ul>	3. Optical illusion		<ul style="list-style-type: none"> <li>• light</li> <li>• shadow</li> <li>• dark</li> <li>• bright</li> <li>• translucent</li> </ul>	<p style="text-align: center;"><u>Geography - Rocks, Relics and Rumbles</u></p> <p><u>Lesson 1:</u>  <u>LI: We are learning about the features of a volcano and the different types of volcanoes</u></p> <p>In this lesson the children will learn about the features of a volcano and learn key vocabulary. The children will learn about the three different structures of a volcano. The first task will involve the children writing all the facts they have learnt about to then complete a worksheet.</p> <div style="text-align: center; margin: 10px 0;"> </div> <p><b>Useful words</b></p> <ul style="list-style-type: none"> <li style="width: 25%;">• ash cloud</li> <li style="width: 25%;">• crater</li> <li style="width: 25%;">• lava</li> <li style="width: 25%;">• magma chamber</li> <li style="width: 25%;">• mantle</li> <li style="width: 25%;">• pyroclastic flow</li> <li style="width: 25%;">• throat</li> <li style="width: 25%;">• vent</li> </ul> <p><u>Lesson 2:</u>  <u>LI: we are learning to locate significant places using latitude and longitude coordinates</u></p> <p>The children will be learning about latitude and longitude and why it is important. The children will then see where all the volcanoes are located on the world map. The children will then complete a task finding the coordinates of the significant places on a world map.</p> <div style="text-align: center; margin-top: 20px;"> </div>	<p style="text-align: center;"><u>Unit 5- Gymnastics</u></p> <p><u>Lesson 1:</u>  <u>LI: To be able to create interesting points and patch balances.</u></p> <p>Explain that when they create balances they need to have good body tension. Q: What does body tension mean? Squeezing your muscles to ensure your balances are stable and still.</p> <p>In pairs, one pupil stands in a star shape. Their partner has 5 seconds to try to push their arms down to the side of their body. Swap over.</p> <div style="text-align: right; margin-top: 10px;"> <p>star</p> </div> <p><u>Lesson 2:</u>  <u>LI: To develop point and patch balances on apparatus.</u></p> <p>Pupils work together to choose two (or more) body parts to create their balance. E.g. combine one hand and their back to create a balance which has both body parts in contact with the mat. Pupils explore trying different combinations of body parts.</p> <div style="text-align: right; margin-top: 10px;"> <p>pike</p> </div> <div style="text-align: right; margin-top: 10px;"> <p>back support</p> </div>
Activity	Observations	Useful words												
1. Shadow activity		<ul style="list-style-type: none"> <li>• light</li> <li>• shadow</li> <li>• dark</li> <li>• bright</li> <li>• translucent</li> </ul>												
2. Measuring light		<ul style="list-style-type: none"> <li>• light sensor</li> <li>• light</li> <li>• material</li> <li>• pin-through block</li> <li>• translucent sheet</li> <li>• light</li> <li>• opaque</li> <li>• dark</li> <li>• white</li> </ul>												
3. Optical illusion		<ul style="list-style-type: none"> <li>• light</li> <li>• shadow</li> <li>• dark</li> <li>• bright</li> <li>• translucent</li> </ul>												

# Weekly Overview of Learning

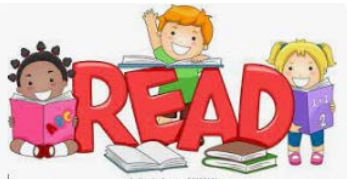
Year Group: 3    Week beginning: 19.02.24

Every week, 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

## 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.



**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 March**