Weekly Overview of Learning

Year Group: 3 **Week beginning: 02.10.23**

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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	LI: We are learning about inferring and applying our inferences skills	LI: We are learning to infer and comprehend from our class text 'Secret of Black Rock'	LI: We are learning to infer a character's thoughts based on a line from the story, 'The Secret of Black Rock'.	LI: We are learning to infer a characters thoughts based on a line from the story, 'The Secret of Black Rock' after meeting the main character	LI: We are learning to write up our comparative sentences about Erin's thoughts before and after she met Black Rock
Speaking and Listening Focus	Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listen attentively	Independent learning. Children will develop their inferring skills by looking at an illustration and the text to comprehend from the text	Collaborative learning. Think, pair, share and class discussion. Children will develop their inferring skills by looking at an illustration and the text to comprehend from the text	Collaborative learning. Think, pair, share and class discussion. Children will develop their inferring skills by looking at an illustration and the text to comprehend from the text	Independent learning. Children can show flair and originality through choice of language and adjectives.
Key vocabulary and Key Blooms higher order thinking questions	**Key Vocabulary:** Secret of Black Rock Inferences Illustrations Opinions Key words Key themes Erin **Key Questions** What is inference? How have we inferred in the past? Why do you think there are so many people in this picture? What do you think the sound was like in this room	**Key Vocabulary:** Comprehension Secret of Black Rock Inferences Illustrations Opinions Key words Key themes **Key Questions** What is inference? What is comprehension? What did Erin do wrong? Why was Erin feeling brave? Is Black Rock a good or bad sea creature? How do you know?	**Key Vocabulary:** Inference Text Character - Erin and Black Rock Thoughts Feelings Comparison Before **Key Questions** What could Erin be thinking when she first meets Black Rock? What could this line mean '...hoping she might catch a glimpse of the mysterious Black Rock.'? What does Black Rock look like? Do you think Erin is scared to meet Black Rock? Would you like to meet Black Rock?	**Key Vocabulary:** Inference Text Comparison After Thoughts Feelings **Key Questions** How did Erin feel after meeting Black Rock? Do you think Erin likes the Black Rock? Do you think the townspeople's stories were wrong? What is Black Rock like after ERin meets it? If you were Erin, how would you feel if you met Black Rock?	**Key Vocabulary:** Comparison Comparative connectives Feelings Fronted adverbials Expanded noun phrases Capital letters Punctuation Paragraphs **Key Questions** Can you recall comparative connectives? Did Erin feel differently after meeting Black Rock? Did any of Erin's feelings stay the same? What was Black Rock like after Erin met him?

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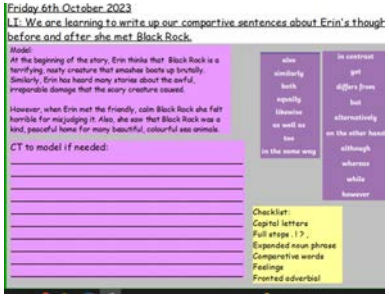
Activities	The children will go through a PowerPoint which features some slides with pictures that your pupils have to make inferences and deductions from, for example a picture of people at a concert and a picture of some people at the beach. The slides following these pictures ask your pupils questions about the pictures so that they can make their own inferences and deductions from the pictures. 	Children are going to answer questions in full sentences based on the book 'secret of black rock'. They will be using their comprehension skills to understand the text in more depth and make inferences about the main characters. For example: Why was Erin feeling brave? Is Black Rock a good or bad sea creature? How do you know? 	Children are going to recall the meaning of inference. Children will look at an image and specific line from the story, 'The Secret of Black Rock'. The children will generate ideas as a class to infer how Erin felt before she met Black Rock. Was she terrified? Was she intrigued? Children will fill out part of a comparison frame on Erin's thoughts before she met Black Rock. 	Children will recall what Erin thought of Black Rock before she met it. Children will re-read the line from the story and discuss how Erin felt and what she thought after meeting Black Rock. The children will fill in their comparison frame on Erin's thoughts after meeting Black Rock. Children will fill in the middle of the frame on Erin's thoughts that stayed the same about Black Rock.	Children will recall their ideas about Erin's thoughts from before and after she met Black Rock. They will recall the comparative connectives that they will use in their writing. Children will read a model piece of writing and check it against the checklist to ensure it has a range of writing features in it, such as expanded noun phrases and correct punctuation. 

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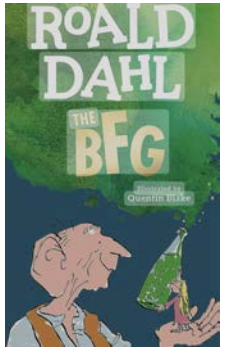
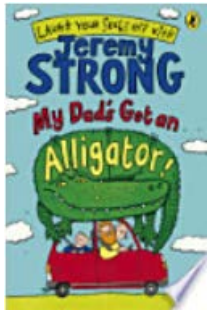
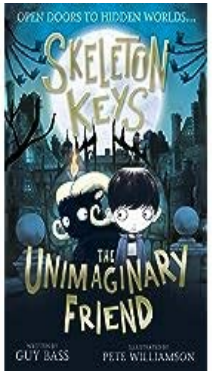
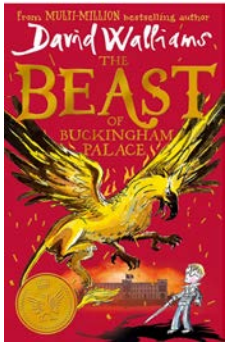
Class Text – Reading Aloud **20 mins each day**	**Topaz** TEXT – The BFG Author – Roald Dhal 	**Sapphire** Text - My Dad's got an Alligator Author – Jeremy Strong 	**Turquoise** Text – Skeleton Keys Author - Guy Bass 	**Lapis** Text – The beast of Buckingham palace Author - David Walliams 

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: We are applying our knowledge of number bonds to add in 1s, 10s and 100s.	**LI: We are recalling our knowledge of numbers bonds to subtract 1s, 10s and 100s.**	**LI: We are adding and subtracting two numbers without exchange.**	**LI: We are applying our methods to add two numbers across 10 and 100 with exchange.**	**LI: We are applying our methods to subtract two numbers across 10 and 100 with exchange.**
Key vocabulary and key questions	**Key Vocabulary:** Partition Place Value Add Subtract Jump Number bonds Exchange Multiple Columns Changed Same **Key Questions:** What is the next multiple of 10 after ? How can you partition ? What number do you add to make 10? What is the jump from to the next multiple of 10? Which columns have changed/stayed the same? Which method do you prefer? What is the next multiple of 100 after ? What number do you add to make 100? Does the column always/sometimes/never change? Which method is more efficient? Which method do you prefer?	**Key Vocabulary:** Partition Place value Add Subtract Jump Number bonds Exchange Multiple Columns Changed Same **Key Questions:** What is the previous multiple of 10 before ? How can you partition ? What is the jump from to the previous multiple of 10? If it is a part/jump, what is the other part/jump ? Which columns have changed/stayed the same? Which method do you prefer? What was the multiple of 100 before ? What is the jump from to the previous multiple of 100? Does the column always/sometimes/never change? Which method is more efficient? Which method do you prefer?	**Key Vocabulary:** Adding Subtract Two numbers Place value Ones Tens Hundreds Columns Base 10 **Key Questions:** How can you represent the question using base 10? How can you put these numbers into a place value chart? Does it matter which columns you add together first? Do you have enough ones/tens to make an exchange? What do you put in the tens column if there are no tens? How can you put this number into a place value chart? Do you need to make both numbers before you can subtract? Does it matter which column you subtract from first? Do you have enough ones/tens to subtract _____ ones/tens? Do you need to make an exchange? Does it matter which number you write at the top when using the column method for subtraction?	**Key Vocabulary:** Add 10 100 Exchange Place value Modelling Column method Base 10 Ones Tens Hundreds **Key Questions:** Does it matter which column's numbers you add together first? Do you have enough ones to make an exchange? Where do you put the ten that you made from exchanging 10 ones in your model? How can you show that you have exchanged 10 ones in your written calculation? Does it matter which column you add together first? Do you have enough ones/tens to make an exchange? Where do you put the hundred that you made from exchanging 10 tens in your model? How can you show that you have exchanged 10 tens in your written calculation?	**Key Vocabulary:** Subtract 10 100 Exchange Place value Modelling Column method Base 10 Ones Tens Hundreds **Key Questions:** How can you show this question using base 10? Can you subtract 2 ones from 5 ones? Can you subtract 5 ones from 2 ones? Do you need to make an exchange? How can you show an exchange using base 10 or place value counters? How can you show an exchange using the written method? How can you show this question using base 10? Can you subtract 2 tens from 5 tens? Can you subtract 5 tens from 2 tens? Do you need to make an exchange? How can you show an exchange from the hundreds using base 10? How can you show an exchange from the hundreds using the written method?

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Activities	In Year 2 addition and subtraction, children explored strategies to add 1-digit numbers to a 2-digit number crossing 10. Children build on this to add a 1-digit number to a 3-digit number. It is vital that children are fluent in bonds to 10, so that they are able to identify the jump to the next multiple of 10. They also need to be fluent in their bonds within 10 to allow them to flexibly and efficiently partition numbers to work out how much further they need to jump from a multiple of 10. Find the missing numbers. 350 + ____ = 400 | 280 + ____ = 300 | 830 + ____ = 900 352 + ____ = 402 | 283 + ____ = 303 | 839 + ____ = 909 Tom and Mo are working out 248 + 6 Tom: 248 + 2 = 250; 250 + 4 = 254 Mo: + 2, + 4 (248, 250, 254) Talk about each method with a partner. Whose method do you prefer? Use that method to work out the additions. 248 + 9 | 638 + 3 | 579 + 6 | 589 + 4	Children have covered strategies to subtract a 1-digit number from a 2-digit number crossing a 10 and will build on this, working towards subtracting a 1-digit number from a 3-digit number, as well as learning to subtract a 2-digit number from a 3-digit number. The focus is on mental strategies for crossing a 10, with steps towards crossing 100. Use the number line to work out 183 – 6 173 174 175 176 177 178 179 180 181 182 183 Use a number line to work out the subtractions. 683 – 6 | 623 – 6 | 481 – 7 | 682 – 5 Dani is working out 920 – 50 – 30, – 20 (870, 900, 920; 50, 20, 30) Use Dani's method to work out the subtractions. 320 – 50 | 320 – 70 | 340 – 70 | 580 – 90	So far in this block, children have mentally added and subtracted 1s, 10s and 100s with 3-digit numbers. The focus now moves to written addition and subtraction. By the end of this small step, children will be able to add and subtract two numbers, either both 2-digit or both 3-digit, using the formal written method. There are no exchanges in this step, but it is still worth asking the children, "Do you need to make an exchange?" in order to support future learning. The next few small steps involve addition and subtraction where exchanges are necessary. T O: 8 5 – 2 4 H T O: 3 2 8 – 1 0 7 T O: 7 3 + 2 5 H T O: 5 2 4 + 3 7 3	In this small step, they again add two numbers, but now with exchanges into the tens: when the ones are added together, they will (sometimes) total more than 9. Both numbers are made using base 10 or place value counters in a place value chart. Children need to begin adding in the ones column, working from right to left. In this small step, they exchange 10 tens for 1 hundred. Children make both numbers using base 10 or place value counters. They need to begin adding in the ones column, working from right to left. After adding each column, ask whether they need to make an exchange. Seeing 10 tens physically swapped for 1 hundred, alongside the formal written method, will deepen children's understanding of this step. Dexter uses base 10 to work out 208 + 313 Hundreds | Tens | Ones 5 | 2 | 1 H T O: 2 0 8 + 3 1 3 = 5 2 1	So far in this block, children have completed the formal written method for addition with exchanges in both the tens and hundreds columns. They now move on to the written method for subtraction with exchanges. In this small step, they subtract both 2- and 3-digit numbers, exchanging 1 ten for 10 ones.This small step will be children's first experience of subtraction across a 100, and they will use base 10 and place value counters to represent calculations alongside the written method. At each step of the subtraction, children should be asking whether they need to make an exchange. Annie uses base 10 to work out 72 – 45 Tens | Ones 2 | 7 T O: 7 2 – 4 5 = 2 7

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

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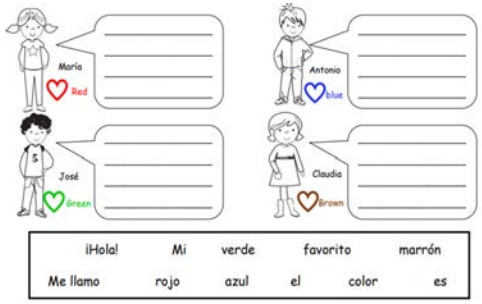
Spanish - Language Angels

Aprendo Español

LI: We are learning the ten key colours in Spanish and learning how to say 'my favourite colour is…'.

This week the children will be learning how to say the 10 key colours in Spanish and learning how to say which is their favourite colour. Their activity is to create sentences for the four children and what their favourite colours are.



ART - Kapow

UNIT: Growing artists

LI: We are learning to apply observational drawing skills to create detailed studies

The children will have time to look closely at the plants and flowers in small groups or pairs. Encourage discussion about what they can see, reminding them of their work in Lesson 1 by identifying shapes within the flowers they are studying.
The children will then draw parts of a flower into their books using observational skills they have learnt over the last 4 weeks.

PE - Get Set 4 PE

Tag Rugby

LI: We are learning to develop our movement skills to dodge a defender.
Defenders attempt to tag attackers as they move through their gate. If the defender gets a tag, they shout 'tag' and must give it back to the attacker before they can continue.

Football

LI: We are learning to apply attacking skills to move towards a goal.

In their groups of three with one ball and four cones. Set up the cones as two goals, 3m wide and approx. 15m apart. Pupils number themselves 1, 2 and 3.

PSHCE - Jigsaw

Being Me in My World

LI: We are learning how we can make responsible choices and take action.

This week in PSHCE the children are reflecting on how they can make responsible choices and take action for things that are right. The children will be creating a letter to a poorly child who is joining their class, they will need to be responsible in their choices of information to tell this child and take action to make them feel comfortable about joining our new class.

Jigsaw Journal

Date 02.10.2023 **L.I**: We are learning how we can make responsible choices and take action.

Puzzle: Being Me in My World **Piece:** 1 2 3 4 **5** 6

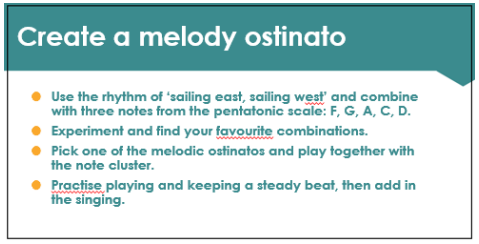
Hello Sam,
Welcome to Turquoise class. I am so sorry to hear about your illness and I hope you are feeling well?

Music - Sing Up

I've Been to Harlem

LI: We are learning to invent a three-note melodic ostinatos to accompany our class song.

In music this week, the children will be adding a melody ostinato to their performance of 'I've been to Harlem' using instruments. The children will perform the song from memory and play the tones to mirror and match the pitch of their voices.



Computing - Barefoot and Teach Computing

Lesson

LI: We are learning to explain how a computer network can be used to share information.

This lesson introduces the concept of connections and moving information between connected devices. Learners will learn to explain how and why computers are joined together to form networks.

Becoming a computer network

From: To:	From: To:
Message:	Message:
_____	_____
_____	_____
_____	_____

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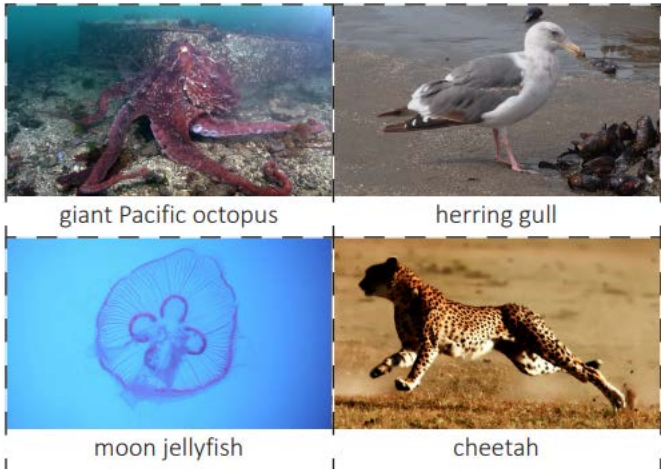
Science - Wellington Curriculum

Animals including humans

LI:We are learning about the different types of skeletons.

In this lesson children will identify and group animals that have no skeleton, an internal skeleton (endoskeleton) and an external skeleton (exoskeleton). By the end of this lesson children will be able to identify that vertebrates are animals with a spine.Invertebrates are animals without a spine.All vertebrates have an endoskeleton meaning their skeleton is found inside their body.Invertebrates have an exoskeleton or no skeleton.



Topic

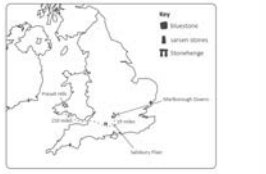
Unit 1 - Stone Age

LI: We are learning to identify and describe Stone Age monuments.

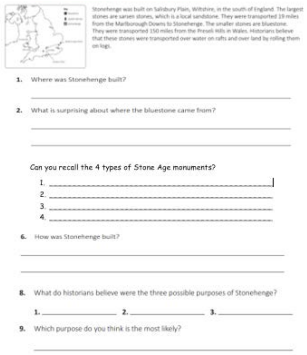
Children will discuss the term monument and what it means, and look at a range of examples from around the world.

In depth, children will look at the Stonehenge which is a famous monument that was created during the Stone Age.

The children will look at a range of sources such as maps, historians statements and information sheets that describe how Stonehenge was built, why it was built and what people during the Stone Age could have used it for.



Stonehenge was built on Salisbury Plain, Wiltshire, in the south of England. The largest stones are sarsen stones, which is a local sandstone. They were transported 19 miles from the Marlborough Downs to Stonehenge. The smaller stones are bluestone. They were transported 150 miles from the Preseli Hills in Wales. Historians believe that these stones were transported over water on rafts and over land by rolling them on logs.



Children will answer a range of questions about the monuments from the Stone age including Stonehenge.

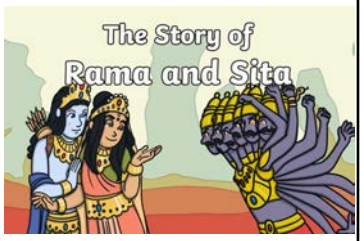
RE

Unit 1 - Hinduism

Week beginning 2nd October 2023

LI: We are learning to identify the characters and features from the Hindu story.

LI: We are learning to retell the Hindu story.



They will discuss in pairs and as a class what they remember about the story of Rama and Sita.

Children are going to read the story of Rama and Sita.

They will identify the characters in the story and the role that they play in supporting Rama and Sita.

They will discuss the message of the story and what the characters represent.

Children will retell the story of Rama and Sita in their own words using pictures to support their story.

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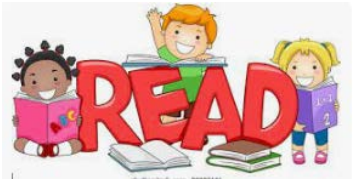
Homework

This week's homework is going to be set in their homework books. 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.

Stonehenge trip - 27th November and 4th December 2023