

Weekly Overview of Learning

Year Group: 3 Week beginning: 20.11.23

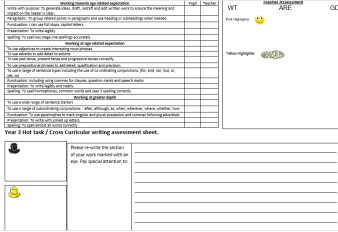
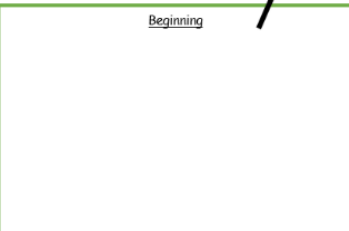


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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are editing and responding to our hot task feedback.</u> <u>LI: We are reading and comprehending chapter 5 of our text.</u></p>	<p><u>LI: We are learning to plan a short story using a story mountain frame, focusing on the beginning.</u></p>	<p><u>LI: We are learning to plan a short story using a story mountain frame, focusing on the middle.</u></p>	<p><u>LI: We are learning to plan a short story using a story mountain frame, focusing on the end.</u></p>	<u>INSET DAY</u>
<p>Speaking and Listening Focus</p>	<p>Independent learning.</p> <p>Children can show flair and originality through choice of language and adjectives.</p>	<p>Collaborative learning.</p> <p>Think, pair, share and class discussion. Children will take turns in speaking and listening.</p>	<p>Collaborative learning.</p> <p>Think, pair, share and class discussion. Children will take turns in speaking and listening.</p>	<p>Collaborative learning.</p> <p>Think, pair, share and class discussion. Children will take turns in speaking and listening.</p>	
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p><u>Key Vocabulary</u> Address Date Key Features Layout Sign off Emotive Language Dear Your faithfully Yours Sincerely Feedback Editing</p> <p><u>Key Questions</u> Have you included...? What event did you write about? Did you include capital letters, punctuation? Check your spellings. Have you been descriptive? What emotive language have you used?</p>	<p><u>Key Vocabulary</u> Beginning Middle End Story mountain Characters Setting Short story Stoneage</p> <p><u>Key Questions</u> What happened to Stig? How did Stig get into the dump? How are you going to begin your short story? What is going to progress or happen towards the middle of your story? How is your story going to end? How are you going to use our class text to end your story?</p>	<p><u>Key Vocabulary</u> Middle End Story mountain Characters Setting Short story Problem Solution</p> <p><u>Key Questions</u> What is going to progress or happen towards the middle of your story? How does your story change? Do you meet any new characters? Does a problem happen? Who does the problem happen too? How does your character solve their problem?</p>	<p><u>Key Vocabulary</u> End Story mountain Characters Setting Short story Stig of the Dump Chapters Retrieving</p> <p><u>Key Questions</u> How is your story going to end? How are you going to use our class text to end your story? What part of the book could you use to end the story? What chapter helps to end your ideas? Is Barney going to be in your story? Do Stig and Barney stay friends?</p>	

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<p>Activities</p>	<p>In today's lesson the children will be responding to CT feedback and editing their hot task letter. They will be reflecting on their work using the thinking hats, making judgements about their work and responding to comments.</p>  <p>They will then be reading chapter 5, taking it in turns to read aloud and practise their oracy and pronunciation.</p>	<p>This week the children will be stretching their writing skills in order to create a short story.</p> <p>Children will be introduced to the structure of a story and will start to draft their ideas for the beginning. The theme for their story is a type of prequel to Stig of the Dump, what happened to Stig? Why is Stig in the dump? How long has he been there?</p> 	<p>To further their ideas, the children will be progressing onto the middle of their story. The middle of the story will focus on a plot/problem and/or a solution.</p> <p>Children will share ideas and thoughts with peers to choose their 'middle' idea.</p> 	<p>In today's lesson the children are going to be planning their final part of their mountain focussing on how to end their story.</p> <p>The children will be retrieving information from the class text to aid their ending, as the ending of their short story is the beginning of the Stig of the dump.</p> 	
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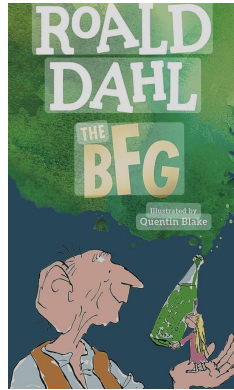
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Class Text – Reading Aloud
20 mins each day

Topaz

TEXT – The BFG
Author – Roald Dahl



Sapphire

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



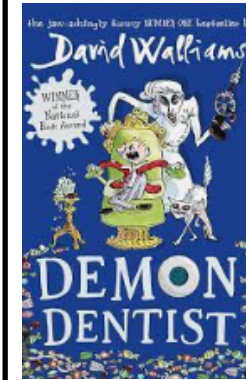
Turquoise

Text – Skeleton Keys
Author - Guy Bass



Lapis

Text – Demon dentist
Author - David Walliams



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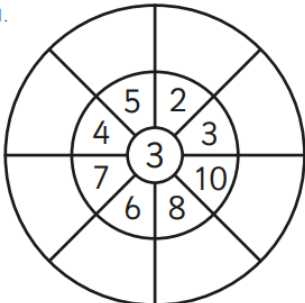

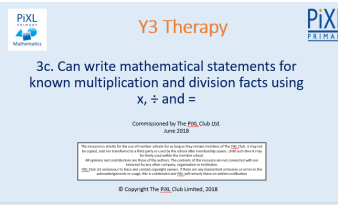
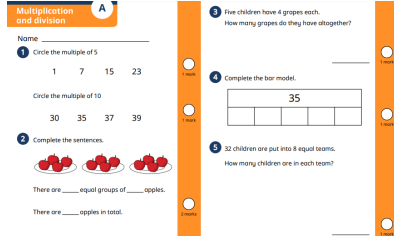
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to form a deeper understanding of the 8 timetables.</u></p>	<p><u>LI: We are learning to answer word problems on the 3, 4 and 8 timetables.</u></p>	<p><u>LI: We are learning to recall and use multiplication and division facts for 3s, 4s and 8s.</u></p>	<p><u>LI: We are consolidating our learning with an assessment on the multiples 3, 4 and 8.</u></p>	<p><u>INSET DAY</u></p>
<p>Key vocabulary and key questions</p>	<p><u>Key vocabulary</u> Multiply Divide 8 timetables Inverse Commutative Word problems Missing number Equal Same Represent</p> <p><u>Key questions</u> What is 8×6?</p> <p>What is the missing number?</p> <p>Can you tell me what the inverse of multiply is?</p> <p>What is the commutative of 8×4?</p> <p>Can you share 24 into equal groups?</p>	<p><u>Key vocabulary</u> Multiply Divide Word problems Equal Groups Sharing Inverse Commutative Arrays Bar model Represent</p> <p><u>Key questions</u> What is the whole number?</p> <p>How much do you need to share?</p> <p>What is the first step in the word problem?</p> <p>Can you draw a bar model to represent the word problem?</p> <p>Can you tell me the number sentence?</p>	<p><u>Key vocabulary</u> Multiplication Division Arrays Repeated addition Total Grouping Sharing</p> <p><u>Key questions</u> What is the relationship between multiplying by 4 and multiplying by 8?</p> <p>How can you show that multiplying by 4 is the same as multiplying by 2 and then by 2 again?</p> <p>What strategy can you use when multiplying by 4?</p> <p>What strategy can you use when dividing by 4?</p>	<p><u>Key vocabulary</u> Multiplication Division Arrays Repeated addition Total Grouping Sharing</p> <p><u>Key questions</u> How many equal groups are there?</p> <p>How many are in each group?</p> <p>How could you show this multiplication using a bar model?</p> <p>What is the question asking?</p>	

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<p>Activities</p> <p>Children are going to recall the 8 timetables. Children will use their knowledge of the 8 timetables to answer a range of questions.</p> <p>Children will apply their knowledge of inverse and commutative to answer questions on the following numbers.</p> <p>Complete the four number sentences using the following three numbers. Each line needs to include each number.</p> <p style="text-align: center;">6 8 48</p> <p>___ x ___ = ___</p> <p>___ x ___ = ___</p> <p>___ ÷ ___ = ___</p> <p>___ ÷ ___ = ___</p> <p>Children will answer word problems to figure out the whole number or part.</p> <p>Four spiders went to the shoe shop. They needed a shoe for each of their eight feet. How many shoes did they buy altogether? Write your answer as a complete number sentence.</p> 	<p>Children will be practising the 3, 4, 8 times tables by using manipulatives, bar models, arrays and sharing into equal groups.</p> <p>3 × ___ = 30 ___ × 12 = 48 1 × ___ = 3</p> <p>4 × ___ = 40 7 × ___ = 56 8 × ___ = 56</p> <p>4 × ___ = 20 4 × ___ = 4 ___ × 12 = 36</p> <p>___ × 5 = 15 ___ × 1 = 8 ___ × 10 = 40</p> <p>Children will complete multiplication wheels to consolidate their learning.</p> <p>1.</p>  <p>Children will be solving scaffolded word problems to deepen the understanding of the timetables.</p> <p>3. Karl is working out the answer to this calculation.</p> <p style="text-align: center;">32 ÷ 8</p> <p>Karl says, 4</p> <p>The answer to the calculation is 4.</p>  <p>Is Karl correct? Convince me.</p> <p>1. In a shop, coloured pencils are sold in packs. Each pack contains 7 coloured pencils. If the shopkeeper sells 8 packs, how many pencils are sold altogether?</p>	<p>The children will be recapping their 3s, 4s and 8s using a PIXL therapy. The children will be answering problem solving, arithmetic questions using their knowledge of 3s, 4s and 8s.</p>  <p>Test 1</p> <p>1. $4 \times \underline{\quad} = 32$.</p> <p>2. $27 \div \underline{\quad} = 9$.</p> <p>3. Sweets are sold in packs of 8. If Sam buys 9 packets, how many sweets will he have altogether?</p>	<p>The children will be completing their end of unit assessment and peer marking. The test will involve all the multiplication and division they have been learning in class.</p>  <p>Once the assessment is completed the children will then complete a timetables test. The children will also be challenged further with inverse and missing number questions.</p> <p>BASELINE Name: _____ Date: _____</p> <table border="0"> <tr> <td>3 × 3 =</td> <td>2 × 8 =</td> <td>32 ÷ 4 =</td> </tr> <tr> <td>8 × 3 =</td> <td>1 × 3 =</td> <td>56 ÷ 8 =</td> </tr> <tr> <td>4 × 10 =</td> <td>4 × 11 =</td> <td>12 ÷ 3 =</td> </tr> <tr> <td>1 × 4 =</td> <td>1 × 4 =</td> <td>21 ÷ 7 =</td> </tr> <tr> <td>8 × 4 =</td> <td>8 × 3 =</td> <td>88 ÷ 8 =</td> </tr> <tr> <td>11 × 3 =</td> <td>5 × 4 =</td> <td>72 ÷ 9 =</td> </tr> <tr> <td>3 × 8 =</td> <td>5 × 4 =</td> <td>44 ÷ 11 =</td> </tr> <tr> <td>3 × 7 =</td> <td>3 × 6 =</td> <td>15 ÷ 3 =</td> </tr> <tr> <td>3 × 1 =</td> <td>4 × 9 =</td> <td>44 ÷ 4 =</td> </tr> <tr> <td>3 × 1 =</td> <td>10 × 3 =</td> <td>64 ÷ 8 =</td> </tr> <tr> <td>8 × 7 =</td> <td>8 × 3 =</td> <td>80 ÷ 10 =</td> </tr> <tr> <td>12 × 4 =</td> <td>24 ÷ 6 =</td> <td>24 ÷ 8 =</td> </tr> <tr> <td>5 × 3 =</td> <td>27 ÷ 3 =</td> <td>12 ÷ 3 =</td> </tr> <tr> <td>4 × 6 =</td> <td>44 ÷ 11 =</td> <td>27 ÷ 9 =</td> </tr> <tr> <td>6 × 4 =</td> <td>8 ÷ 2 =</td> <td>9 ÷ 3 =</td> </tr> <tr> <td>9 × 8 =</td> <td>88 ÷ 8 =</td> <td>12 ÷ 4 =</td> </tr> <tr> <td>8 × 6 =</td> <td>4 × 4 =</td> <td>32 ÷ 4 =</td> </tr> <tr> <td>8 × 6 =</td> <td>32 ÷ 4 =</td> <td>9 ÷ 3 =</td> </tr> </table>	3 × 3 =	2 × 8 =	32 ÷ 4 =	8 × 3 =	1 × 3 =	56 ÷ 8 =	4 × 10 =	4 × 11 =	12 ÷ 3 =	1 × 4 =	1 × 4 =	21 ÷ 7 =	8 × 4 =	8 × 3 =	88 ÷ 8 =	11 × 3 =	5 × 4 =	72 ÷ 9 =	3 × 8 =	5 × 4 =	44 ÷ 11 =	3 × 7 =	3 × 6 =	15 ÷ 3 =	3 × 1 =	4 × 9 =	44 ÷ 4 =	3 × 1 =	10 × 3 =	64 ÷ 8 =	8 × 7 =	8 × 3 =	80 ÷ 10 =	12 × 4 =	24 ÷ 6 =	24 ÷ 8 =	5 × 3 =	27 ÷ 3 =	12 ÷ 3 =	4 × 6 =	44 ÷ 11 =	27 ÷ 9 =	6 × 4 =	8 ÷ 2 =	9 ÷ 3 =	9 × 8 =	88 ÷ 8 =	12 ÷ 4 =	8 × 6 =	4 × 4 =	32 ÷ 4 =	8 × 6 =	32 ÷ 4 =	9 ÷ 3 =	
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Please continue logging into Doodle Maths and Times-table Rockstars regularly

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DT WEEK	DT WEEK	PE - Get Set 4 PE																								
<p>Lesson 1: <u>L.I: we are learning to identify components of sandwiches.</u></p> <p><small>L.I. To identify components of sandwiches.</small> All about Sandwiches</p> <p>Use the space below to complete a brainstorm about sandwiches (this is the same as a circle map - but in a different shape)</p> <div style="border: 1px solid black; width: 150px; height: 150px; margin: 20px auto; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> What do I know about Sandwiches? </div> </div> <p>This week is DT week and children will be creating their own sandwiches. The first lesson will explore what they already know about sandwiches.</p>	<p>Lesson 2: <u>L.I: we are learning to analyse a range of existing products</u></p> <p>The children will taste each of the breads. What do they look/smell/feel/taste like? Complete the table.</p> <p>Key questions: What bread is made from? What different types of bread do you know? What food group does bread belong to?</p> <p><small>L.I. We are learning to analyse a range of existing products</small> </p> <p style="text-align: center;">Taste Testing Bread</p> <p>Choose 3 different breads (any of the following: 50/50, white, wholemeal, pitta, French baguette, naan, ciabotta, tortilla wrap, or any other) Complete this section at home</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Name of Bread</th> <th style="width: 15%;">Texture /5</th> <th style="width: 15%;">Smell /5</th> <th style="width: 15%;">Appearance /5</th> <th style="width: 15%;">Taste /5</th> <th style="width: 15%;">Total /20</th> </tr> </thead> <tbody> <tr><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></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	Name of Bread	Texture /5	Smell /5	Appearance /5	Taste /5	Total /20																			<p>Unit 4 - OAA <u>L.I: To develop trust whilst listening to others and following instructions.</u></p> <p>In this lesson pupils will need to trust their teammates in a variety of challenges. Pupils will need to consider these when they are responsible today for someone else's safety.</p> <div style="display: flex; align-items: center;"> </div> <p>Unit 4 - Dodgeball <u>L.I: To further develop catching and use the rules of the skill within this game.</u></p> <p>Catching to be developed as the children practise drills: one pupil begins at a cone opposite the other three pupils who have a ball each. Pupils take turns to throw at the single player who attempts to catch and return it to the player who threw it at them. Pupils throw in order.</p> <div style="display: flex; align-items: center;"> </div>
Name of Bread	Texture /5	Smell /5	Appearance /5	Taste /5	Total /20																					
PSHCE - Jigsaw	DT WEEK	DT WEEK																								
<p>Road Safety Week <u>L.I: To learn how to take responsibility for personal safety around roads.</u></p> <p>This week the children are going to be learning all about road safety and its significance in their environment. This lesson focuses on the knowledge and skills pupils need to keep safe when independently crossing the road.</p> 	<p>Lesson 3: <u>L.I: we are learning to design a product according to our brief</u></p> <p>The children will design their very own sandwich and give a name to it! They will also answer why they think their sandwich is healthy and a varied diet.</p> <p style="text-align: right;"><small>My final sandwich</small></p> <p>Name of my sandwich - <u>be creative!</u> <small>Names used before: The Mel, Squashy, The Granda, Wreck</small></p> <p>Description: _____</p> <p>Bread I am using and why: _____</p> <p>What are my fillings? _____</p> <p>What will make my sandwich tasty? _____</p> <div style="text-align: center;">  </div> <p>Is my sandwich balanced and healthy? (Have I thought about the eatwell plate and made good choices of bread, fillings etc.?) _____</p> <p><small>L.I. To design a product according to our brief</small></p>	<p>Lesson 4: <u>L.I: we are learning to prepare food safely and hygienically.</u></p> <p>Children will be learning about hygiene when preparing food and ensuring that their cooking area is clean. It is important to understand the safety rules needed when handling and preparing food.</p> <p style="text-align: right;"><small>Five things we will do to make sure we use the correct hygiene and safety rules when making our sandwich</small></p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 																								

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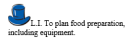
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DT WEEK

Lesson 5:

LI: We are learning to plan food preparation, including equipment.

We are going to be listing what equipment is required to make our sandwich, and then write up each step for our instructions of how to make our sandwich.



How to make my sandwich

Equipment	Step 1	Step 4	Step 5
Step 2	Step 3	Step 6	My finished sandwich should look like this:



DT WEEK

Lesson 6:

LI: We are learning to evaluate our work and consider the views of others.

We are going to be evaluating our sandwich based on smell, presentation, fillings and texture and rating it out of 5.

Children will then discuss and write up their own self evaluation by reflecting on their experiences when making their sandwich such as any problems that occurred and if there was anything they would change about their final product.



EVALUATION

Give your sandwich a mark out of 5 for each of these things:

1. smell /5	2. presentation /5
3. filling/taste /5	4. texture /5
TOTAL /20	

Did you have any problems while making your sandwich? How did you solve them?

What would you change if you could make your sandwich again?

Did you make a tasty sandwich? How do you know?

DT WEEK

Lesson 7:

LI: We are learning to use our skills to create a sandwich.

Children are going to be designing a picture of their finished product by colouring it in and labelling it with the correct ingredients that were used.



My Finished Product

Photo may be attached to booklet

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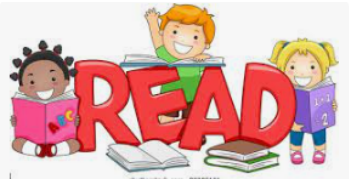
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Homework

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

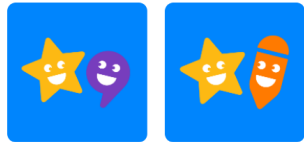


Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.

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**.



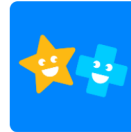
Spelling and dictation – Remember to try and use these words in sentences to show that you understand their meanings.

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.



Stonehenge trip -

27th November (Lapis and Turquoise)

4th December 2023 (Sapphire and Topaz)