

Weekly Overview of Learning

Year Group: 3 Week beginning: 22.01.24



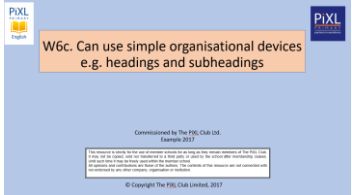
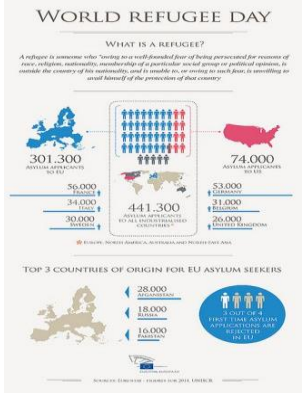


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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
Speaking and Listening Focus	<p>Collaborative learning.</p> <p>Think, pair, share and class discussion. Children will take turns in speaking and listening.</p>	<p>Collaborative learning.</p> <p>Think, pair, share and class discussion. Children will take turns in speaking and listening.</p>	<p>Independent learning</p> <p>Children will complete independent learning/writing tasks.</p>	<p>Independent learning.</p> <p>Children will complete independent learning/writing tasks.</p>	<p>Team/Collaborative Learning.</p> <p>Children will use self-assessment skills to analyse how to edit and improve our work.</p>
Key vocabulary and Key Blooms higher order thinking questions	<p>Key Vocabulary Refugees Wisp Hope Dreams Poster Title Research</p> <p>Key Questions What is a refugee? Why do people become refugees? What is life like for a refugee? Are there any famous refugees? Why are they famous?</p>	<p>Key Vocabulary Refugees Wisp Hope Dreams Poster Title Research</p> <p>Key Questions What is a refugee? Why do people become refugees? How many people become refugees a year? How can we use this information to create a poster?</p>	<p>Key Vocabulary Informative Title Headings Subheadings Pictures Capital letters full stops Refugees Poster</p> <p>Key Questions What should be included in a poster? What are the subheadings? What is the heading? How do you know? What could have been improved on some of them? What is good about the poster? What could be improved?</p>	<p>Key Vocabulary Headings Subheadings Pictures Capital letters full stops Refugees Poster Features</p> <p>Key Questions What should be included in a poster? What is a poster? Who is the poster for? Does the poster give information about refugees?</p>	<p>Key Vocabulary Headings Subheadings Pictures Capital letters full stops Refugees Poster Appealing</p> <p>Key Questions What did you find easy whilst writing your poster? What did you find difficult? Did you remember to include all the features of a poster? What does Editing mean? How can you edit your poster?</p>

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<p>Activities</p> <p>Children to work in pairs on a3 paper to complete a big defining frame about refugees. focus on, what is a refugee? Why do people leave their countries? are there Are there any famous refugees? Who are they and why are they famous? Children rotate around each table and complete the frame in pairs. Teachers collect the frames for children to use the next day.</p> 	<p>The children will be collating their ideas together from their research yesterday and answering key questions about refugees. This will help them to do their final poster in tomorrow's lesson. The children will be given key information about refugees and reminded about the different circumstances on becoming a refugee.</p> <p>Current Refugees</p> <p>Currently, there are more refugees due to war and persecution than ever before in world history. Over 65 million people are refugees, of which over half are children.</p>  <p>Tuesday 24th January 2024</p> <p>LI: I am able to comprehend questions for a given research topic</p> <p>Answer the questions below in your books in full sentences</p> <ol style="list-style-type: none"> 1. What is a refugee? 2. What is an asylum seeker? 3. why do people become refugees? 4. How many people around the world are refugees? 5. Are there any famous refugees? Why are they famous? 6. What do you think life is like for a refugee? 7. Give a fact of your own you found from your research 	<p>The children will be shown a PIXL lesson all about heading and subheadings and why they are important for a poster. The children will also annotate different types of refugees posters and what features have been used and not used.</p> 	<p>The children will be creating their informative poster in today's lesson. The children will be shown a PIXL lesson all about heading and subheadings and why they are important for a poster. The children on their poster must include:</p> <ul style="list-style-type: none"> - Heading - Title - Subheading - Pictures - Key facts 	<p>The children will be editing their hot task using a feedback sheet. They will be rewriting sentences that need correcting</p>  <p>The children will then learn about using inverted commas. The children will go through the PIXL therapy, This will help them with their next book when writing a quest story.</p> 
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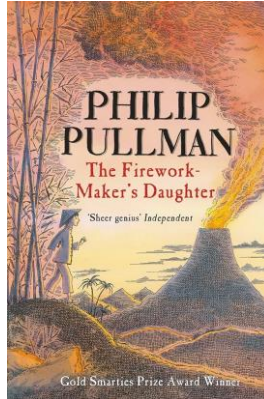
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**Class Text – Reading
Aloud
20 mins each day**

Topaz

TEXT – The Firework Maker's Daughter

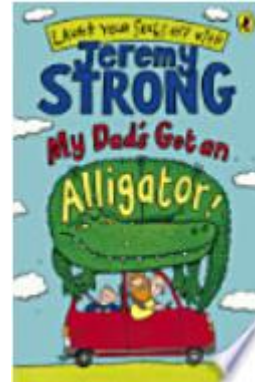
Author – Philip Pullman



Sapphire

Text - My Dad's got an Alligator

Author – Jeremy Strong



Turquoise

Text – The Danger Gang

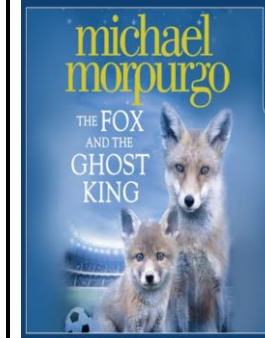
Author - Tom Fletcher



Lapis

Text – The fox and ghost king

Author - Michael Morpurgo



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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning how to measure lengths in centimetres and metres.</u></p>	<p><u>LI: We are learning how to measure lengths in millimetres.</u></p>	<p><u>LI: We are learning to measure lengths in centimetres and millimetres.</u></p>	<p><u>LI: We are combining and comparing measurements in mm, cm and m.</u></p>	<p><u>LI: We are learning to find the equivalent lengths from mm to cm and cm to m.</u></p>
<p>Key vocabulary and key questions</p>	<p><u>Key vocabulary</u> Measure Length Centimetre Metre Ruler Metre Stick Intervals Start point End point CM in M</p> <p><u>Key questions</u> Where should you start measuring from on your ruler? What is the length of _____ in centimetres? What is the length of _____ in metres? What is the length of _____ in metres and centimetres? Would you measure the length of the classroom in centimetres or metres? Why? What equipment would you use to measure the length of _____?</p>	<p><u>Key vocabulary</u> Measure Length Millimetres Ruler Intervals Start point End point MM in CM</p> <p><u>Key questions</u> Why is it important to start measuring from zero on your ruler? How many intervals are there between 0 and 1 cm? So how many millimetres are there in 1 cm? Where is the 5 mm mark on your ruler? What is the same and what is different about measuring a length in centimetres and measuring a length in millimetres? What is the length of _____ in millimetres? Would you measure the height of the door in millimetres?</p>	<p><u>Key vocabulary</u> Measure Length Millimetres Centimetres Ruler Intervals Start point End point MM in CM</p> <p><u>Key questions</u> Which is greater in length, 1 mm or 1 cm? What are the main things to remember in order to measure accurately using a ruler? Is the _____ an exact number of centimetres long? How many millimetres past the last centimetre interval does the _____ reach? How do you write a length that is not an exact number of centimetres? How does the 5 mm interval help you to measure the length?</p>	<p><u>Key vocabulary</u> millimetres centimetres metres combining comparing measurements distances measuring equipment</p> <p><u>Key questions</u> How many millimetres are there in a centimetre? How many centimetres are there in a metre? Which is longer, 1 m or 1 cm? Which is shorter, 1 cm or 1 mm? Which is longer, 3 m or 60 cm? Which is shorter, 4 cm or 20 mm? What unit would you use to measure the length of ?</p>	<p><u>Key vocabulary</u> equivalent length metres centimetres millimetres convert partition length height</p> <p><u>Key questions</u> How many millimetres are there in 1 cm? How can you work out how many millimetres there are in 4 cm? How many millimetres are there in cm and mm? How do you know mm and cm are equivalent? How can you partition 47 mm to help you convert into centimetres and millimetres? How many millimetres are there in 1 2 cm? How many centimetres are there in 1 m? How can you work out how many centimetres there are in 6 m? What is centimetres in metres? How many centimetres are there in m and cm?</p>

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<p>Activities</p>	<p>In this small step, they revise these skills, initially using a ruler to measure objects in centimetres. They then combine both units of measurement, such as 1 m and 20 cm, for example by measuring the lengths of desks or the heights of children in the class.</p> <p>Children do not need to convert between metres and centimetres at this stage, and as they have not yet been introduced to decimals, lengths should remain in the format _____ m and _____ cm.</p> <p>Tiny is measuring the length of the rubber.</p> <p>The rubber is 6 cm long.</p> <p>What mistake has Tiny made? Mo and Annie use metre sticks to measure their height. How tall are they?</p> <p>_____ m and _____ cm _____ m and _____ cm</p>	<p>This small step builds on children's understanding from the previous step by introducing millimetres as another unit of measurement.</p> <p>Children need to understand that 1 mm is smaller than 1 cm and that millimetres can be used to measure lengths that are not an exact number of centimetres. Allow children time to explore a ruler with millimetre markings to see that there are 10 mm in 1 cm. Children could be encouraged to count in 10s and add on the remaining 1s when finding lengths.</p> <p>Use a ruler to draw lines of these lengths.</p> <p>a) 45 mm <input type="text"/></p> <p>b) 39 mm <input type="text"/></p> <p>c) 61 mm <input type="text"/></p> <p>Tiny is measuring the length of the line.</p> <p>The line is 55 mm long.</p> <p>a) What mistake has Tiny made? _____</p> <p>b) What is the correct length of the line? <input type="text"/> mm</p>	<p>In this small step, children combine learning from the previous steps to measure objects in centimetres and millimetres. Measurements should be recorded in the form "4 cm and 3 mm", and encourage children to record their measurements as centimetres and millimetres, not the other way around.</p> <p>If possible, show children a ruler that has a centimetre scale on the top and a millimetre scale on the bottom to allow them to see the relationship between centimetres and millimetres.</p> <p>Measure the lengths of the lines. Give your answers in centimetres and millimetres.</p> <p>A <input type="text"/> cm and <input type="text"/> mm C <input type="text"/> cm and <input type="text"/> mm B <input type="text"/> cm and <input type="text"/> mm D <input type="text"/> cm and <input type="text"/> mm</p> <p>Tiny is measuring the length of a sweet chew.</p> <p>The chew is 8 cm and 4 mm long.</p> <p>What mistake has Tiny made?</p>	<p>In this small step, children compare and consider the appropriateness of different units of measurement. Children need to understand that although, for example, metres are used to measure longer distances, it is still possible to measure these distances in centimetres or millimetres. Encourage discussion about why it is important to choose the appropriate unit of measuring equipment before measuring an object or length.</p> <p>Children make simple comparisons of lengths that do not require them to understand equivalent units of measurement, for example, comparing 3 m with 3 cm. By this stage, however, they should know how many centimetres are in 1 m and how many millimetres are in 1 cm.</p> <p>Amir is measuring different items in the classroom.</p> <table border="1"> <thead> <tr> <th>Millimetres</th> <th>Centimetres</th> <th>Metres</th> </tr> </thead> <tbody> <tr> <td>table</td> <td>pencil</td> <td>rubber</td> </tr> <tr> <td>door</td> <td>book</td> <td></td> </tr> </tbody> </table> <p>We need to decide which unit of measure to use for each item.</p>	Millimetres	Centimetres	Metres	table	pencil	rubber	door	book		<p>In this small step, children use the fact that 1 m is equivalent to 100 cm. They use this to convert multiples of 100 cm into metres and metres into multiples of 100 cm. At the beginning of this step, it might be helpful to practise counting in 100s as a class. Encourage children to partition the measurement into metres and centimetres when converting lengths that are not multiples of 100, for example 134 cm = 1 m and 34 cm.</p> <p>Part-whole models, bar models and double number lines are useful representations to support children in these conversions.</p> <p>What measurements are the arrows pointing to? Complete the sentences.</p> <p>A = _____ cm and _____ mm A = _____ mm B = _____ cm and _____ mm B = _____ mm</p> <p>Children may also be encouraged to find and use common fractions to convert between metres and centimetres.</p> <p>Where do the measurements belong on the measuring stick?</p>
Millimetres	Centimetres	Metres												
table	pencil	rubber												
door	book													

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>Los instruments</u></p> <p><u>LI: We are learning to identify different musical instruments.</u></p> <p>In this week's lesson the children will recap the 10 instruments they have learnt so far in Spanish. The children will then complete a spelling task by filling in the gaps for the instrument names.</p> <p>Nombre: _____ INSTRUCTIONS: Fill in the gaps to complete the spelling for each instrument.</p>	<p style="text-align: center;"><u>Unit - Proportional Drawings</u></p> <p><u>L.I. - We are learning how to draw the correct proportions of a human figure inspired by L.S Lowry.</u></p> <p>In the next instalment of Art the children will be learning how to draw proportionally. In order to do this they will explore the work of L.S Lowry and how he is able to proportionally draw humans. The children will use his work as inspiration to re-create a proportional diagram of a figure.</p>	<p style="text-align: center;"><u>Christianity</u></p> <p><u>LI: We are learning about how Christians are welcomed into the Christian family through baptism</u></p> <p>This week the children will learn about the Christian ceremony of Baptism. The children will learn about why it is significant to Christians and what special things are used during the ceremony. The children will draw a Baptism ceremony, label it and then describe below it.</p>																
<p style="text-align: center;">PSHCE - Jigsaw</p>	<p style="text-align: center;">Music - Sing Up</p>	<p style="text-align: center;">Computing - Teach Computing</p>																
<p><u>Unit: Dreams and Ambition.</u></p> <p><u>LI: We are identifying learning challenges and the best way to achieve them (x 2 weeks)</u></p> <p>Over the next two weeks, children will become innovators in design when planning a playground which is inclusive. Children must work as a table, discussing physical challenges that need considering throughout the design process and ways to achieve them.</p>	<p style="text-align: center;"><u>Unit 3 - From a Railway Carriage</u></p> <p style="text-align: center;"><u>Lesson 3</u></p> <p><u>LI: We are learning to use word patterns to create a geographical rhythm rap.</u></p> <p>In this lesson the children will create and identify rhythmic patterns from spoken phrases and combine them with a chant to maintain a steady beat. They will begin to develop and extend their ideas to create their own group rhythm rap.</p> <ul style="list-style-type: none"> Geographical fugue by Ernst Toch 	<p style="text-align: center;"><u>Unit 3 - Programming Lesson 3</u></p> <p><u>LI: We are learning to explain that programs have a start.</u></p> <p>In this lesson, learners will be introduced to the concept of sequences by joining blocks of code together. They will also learn how event blocks can be used to start a project in a variety of different ways. In doing this, they will apply principles of design to plan and create a project.</p> <p style="text-align: center;">Project design</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Sprite</th> <th style="width: 40%;">Describe what your sprite will do</th> <th style="width: 20%;">Event blocks (choose one for each sprite)</th> <th style="width: 30%;">Motion blocks (choose more than one for each sprite)</th> </tr> </thead> <tbody> <tr> <td>Sprite 1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sprite 2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sprite 3</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Sprite	Describe what your sprite will do	Event blocks (choose one for each sprite)	Motion blocks (choose more than one for each sprite)	Sprite 1				Sprite 2				Sprite 3			
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Science - Cornerstone

Unit - Light and Shadows

Lesson 1 - LI: We are learning to understand sun safety and why it is important to protect our vision and skin.

Skill LI: We are learning to explain why light from the sun can be dangerous.

The children will discuss why protecting their skin and eyes is important when being in the Sun. They will understand that using hats, glasses, shade and sun cream help protect people from the Sun. The children will create a poster about staying safe in the Sun.

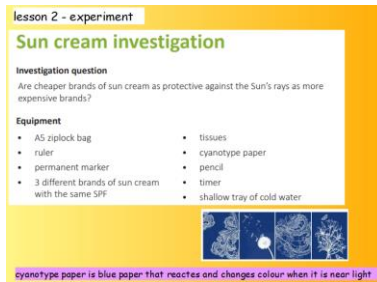


Lesson 2

LI: We are learning to conduct an experiment on why sunscreen is protective for our skin.

Skill LI: We are learning to explain why light from the sun can be dangerous.

Children will recall the purpose of sunscreen and why it can protect them from the sun. The children will carry out an investigation using



cyanotype paper and applying different sunscreen to test the effectiveness of each sunscreen. The children will fill in a results table on the outcomes from the experiment.

Which cream is the most protective against the Sun?

Type of Sun cream	Results - how does the paper look after drying?
Cream 1	
Cream 2	
Cream 3	

How does applying sun cream protect our skin?

Topic - Cornerstones

Geography - Rocks, Relics and Rumbles

Lesson 1:

LI: We are investigating rocks to compare properties, appearance and use.

This week in topic children will be investigating the composition of Earth's crust, identifying rocks based on their properties and use.

Lesson 2:

LI: We are identifying the use of rocks based on their properties.

After identifying properties, children will be developing their understanding of composition further when categorising rocks based on their use. Throughout this lesson, children will be looking at why particular rocks are used in construction, decoration and design based on their properties.

Wkb 22nd January 2024

LI: We are identifying the use of rocks based on their properties.

Chalk

Chalk is a **sedimentary rock** made of calcium carbonate. It is a pure limestone formed in warm seas millions of years ago.

- Properties**
 - soft
 - permeable
 - easily eroded
 - transfers easily onto surfaces

Uses of chalk

Writing and drawing

Gymnastics

Pumice

Pumice is an **extrusive igneous rock** that forms during explosive volcanic eruptions.

- Properties**
 - permeable
 - light
 - rough surface

Uses of pumice

Foot rub

Lightweight building blocks

PE - Get Set 4 PE

Unit 3 - Dance

THEME: Machines lesson 3

LI: We are learning to select and link appropriate actions and dynamics to show our dance idea.

Pupils stand in a space. Play the track 'Inside the Factory'. Pupils travel walk around robotically. After each 8 counts, pupils bounce on the spot for 8 counts (like the buttons on a machine).



As a group, pupils create 8-24 counts that shows their machine breaking down. They will work in their group to rehearse their dance moves and then they will perform their dance to the class.

Unit 4 - Yoga

Lesson 3

LI: We are learning to explore poses that challenge my flexibility.

Children are going to challenge their flexibility by creating yoga poses. The children will imagine they are rowing a boat. Reach arms forwards towards toes as they breathe out, stretch as far forwards as they can. Then, two pupils begin on a mat with hands together over heads creating a 'bridge'. Another pupil begins on the outside of the circle and side steps around the circle, back to their group to travel under the bridge.



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Homework

This week's homework is going to be set online using Mymaths, Doodle English and Doodle Maths. Where applicable, it should be returned by the following Monday.

Reading/Spelling and Grammar

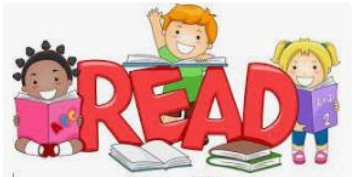
Maths

REMINDERS - trips/events/items to bring in

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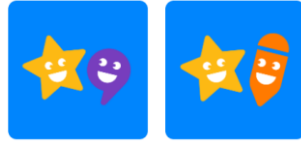


Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.

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

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

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



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

KS2 –

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

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



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

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

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

Times Tables Rockstars:

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



Please make sure your child has a glue stick and green pen for at school – their pencil case 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 - 17th/18th March