

Weekly Overview of Learning

Year Group: Year 3 Week beginning: 23rd September 2024

<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p><u>Key Vocabulary: (specific to lesson)</u></p> <p>Introduction Paragraphs Past tense Time connectives Chronological order Significant events. Emotive language</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • What features can you identify? • Has emotive language been used? • Which tense has the diary entry been written in? • How many time connectives can you find? • Is it written in 1st, 2nd, 3rd person? • What wow words have been used? 	<p><u>Key Vocabulary: (specific to lesson)</u></p> <p>The strangest thing happened.. You'll never believe what happened.. Immediately A few hours later Suddenly Just at that moment Without warning</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • What events will you write about? • Which device will you use to add description? • Have you written the events in chronological order? • What emotions did you experience? • Who's perspective will you write in? 	<p><u>Key Vocabulary: (specific to lesson)</u></p> <p>Back at camp Along the rapid river Soft as a cloud Bright like burning flames With hope in my heart Cautiously Apprehensively Everywhere I looked</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • Where can you add an expanded noun phrase? • Did you describe the setting? • Have you included significant events? • What tense are you writing in? • Which character's perspective are you writing in? 	<p><u>Key Vocabulary: (specific to lesson)</u></p> <p>I remember that Luckily Then suddenly Eventually we Later that day Cautiously</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • Have you included features from your success criteria? • What time connectives can you add? • Are your events in chronological order? • What tense are you writing in? 	<p><u>Key Vocabulary: (specific to lesson)</u></p> <p>Frequency often gradually each day Place Around the corner In school everywhere she looked Because So but</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • How did you.. • Where could you.. • When did it.. • Was it...
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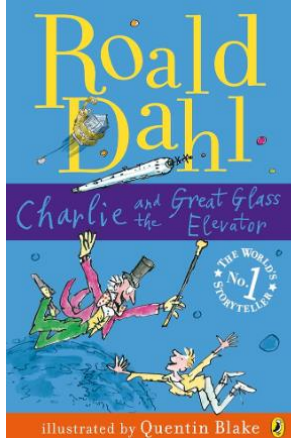
Activities	<p>Children will finish reading the Stone Age Boy in today's lesson as well as learning about diary features. This is to prepare them for their hot task which is a recount of events from the book in the perspective of the Stone Age boy.</p> <p>They will annotate examples, highlighting features and vocabulary to deepen their understanding and apply their prior knowledge.</p>	<p>Over the next two days, children will plan, draft and edit their diary entry.</p> <p>They are expected to use a success criteria to prompt their writing, ensuring they include all the correct features and devices.</p>	<p>Over the next two days, children will plan, draft and edit their diary entry.</p> <p>They are expected to use a success criteria to prompt their writing, ensuring they include all the correct features and devices.</p>	<p>In today's lesson, children are to write their final edit of their diary entry.</p> <p>They are to prove read their work, making sure they are using:</p> <ul style="list-style-type: none">• full stops, capital letters• Expand noun phrases• features of a diary entry• correct tense• chronological order of events.	<p>Today, children will be learning how to construct fronted adverbials and use conjunctions correctly.</p> <p>These lessons are to assist children's imaginative writing using the correct devices and ambitious vocabulary.</p>
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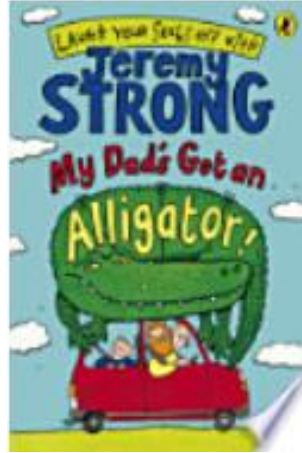
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**Class Text –
Reading
Aloud**
10-15 mins
each day

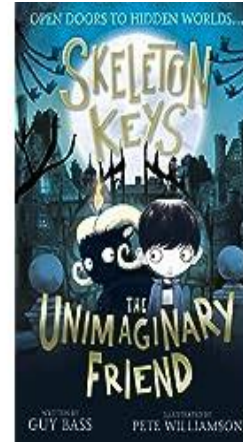
Topaz
TEXT –Charlie and the Great
Glass Elevator
Author – Roald Dahl



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



Turquoise
Text – Skeleton Keys
Author - Guy Bass



Lapis
Text – Aziza's secret fairy door
Author - Lola Morayo



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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning how to count in intervals on a number line to 1000.</u>	<u>LI: We are learning to estimate on a number line to 1000.</u>	<u>LI: We are comparing the value of numbers up to 1000.</u>	<u>LI: We are ordering numbers up to 1000.</u>	<u>LI: We are learning to count in multiples of 50's.</u>

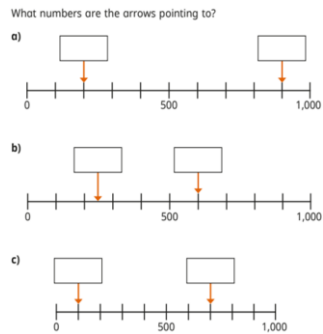
Key vocabulary and key questions	Key Vocabulary: (lesson specific)	Key Vocabulary: (lesson specific)	Key Vocabulary: (lesson specific)	Key Vocabulary: (lesson specific)	Key Vocabulary: (lesson specific)
	<ul style="list-style-type: none"> Number line Start Point End Point Intervals Halfway 1000 Count <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> What is the start point? What is the end point? How many intervals are there? What is each interval worth? What is the number line counting up in? How do you know? Where would be on the number line? How do you know? What number would be halfway along the number line? How do you know? 	<ul style="list-style-type: none"> Number line Start Point End Point Intervals Halfway Estimate 1000 <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> What is the number line counting up in? How do you know? Where would be on the number line? How do you know? Is ___ closer to ___ or ___? How do you know? Why can you only estimate? What number is halfway between and ? How accurate do you think your estimate is? How could you be more accurate? 	<ul style="list-style-type: none"> Compare Greater Even Less than Hundreds Tens Ones Strategy Different <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> How do you know which number is greater? Do you start comparing hundreds, tens or ones first? Why? What strategy did you use to compare the two numbers? Is this the same as or different from your partner's? Are the base 10 and place value counters showing the same number? How do you know? 	<ul style="list-style-type: none"> Order Greatest Smallest Ascending Descending 3 digits Difference <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> Can you show each number using base 10? What is the same about each number? What is different? Which number is the greatest? When comparing two numbers, if the first digits are equal in value, what do you look at next? What is different about comparing numbers with the same number of digits and comparing numbers with different numbers of digits? 	<ul style="list-style-type: none"> Fifties Before After Counting in Up Lot's of boundaries Patterns <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> What is the same about counting in 5s and counting in 50s? What is different about counting in 5s and counting in 50s? What is the connection between the 5 times-table and the 50 times-table? What patterns do you notice? When counting in 50s from zero, will you ever say a number with tens? How do you know?

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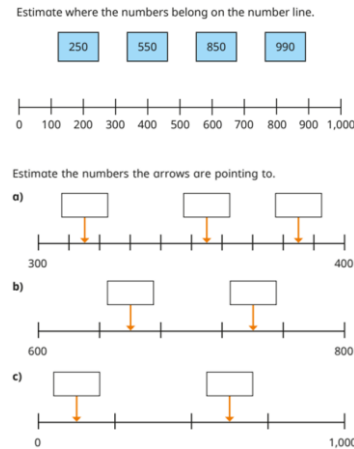
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Activities

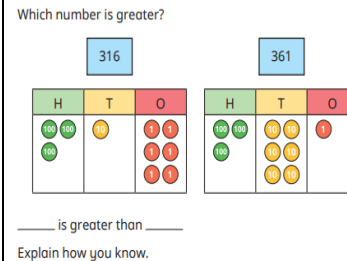
In this small step, children build on their understanding of number lines and focus on using the number line to 1,000. Children read and interpret exact values positioned along the number line. There is no need at this stage to estimate the position or value of numbers on a number line, as this will be covered in the next small step. Children are exposed to a variety of number lines, both to and within 1,000 and with different start and end point values, and can work confidently with these. Remind children of the benefit of always starting by labelling the divisions on their number line.



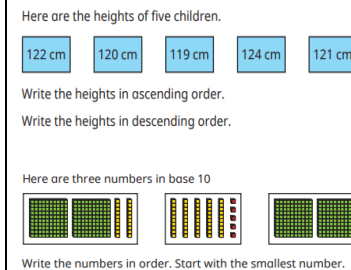
Building on the previous small step, children estimate the position of numbers on number lines within and up to 1,000. Children use their existing number sense to complete their estimates and can explain their thinking. Initially, they consider key intervals that are factors of 1,000, including but not limited to multiples of 100. Thinking beyond this, they should try to be as accurate as possible, using their knowledge of the midpoint of intervals and which of the two divisions a number is closer to. Children should understand that their answer might not be exactly the same as their partner's, as they are only able to estimate the positions or values.



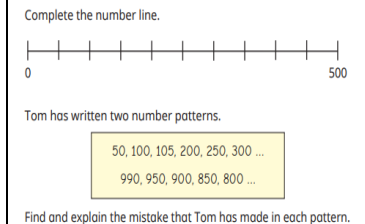
In this small step, children compare numbers using concrete resources, pictorial representations, words and symbols. When given two numbers represented by objects, children use comparative language and symbols to determine which is greater/ smaller. Encourage children to use prior learning to help them choose an efficient method to compare. For example, children may choose to place the numbers on a number line, make them using concrete resources or draw them in a place value chart. By the end of this step, children can explain why they always start with the highest place value when comparing numbers.



In this small step, children order a set of numbers up to 1,000. Children order numbers from smallest to greatest, and from greatest to smallest. For consistency, use the word "greatest" rather than "biggest" or "largest" when describing numbers. Children are also introduced to the language "ascending" and "descending". A secure understanding of place value is vital for this step, as children need to understand that a digit in the hundreds column, for example, is worth more than a digit in the tens column. Children can continue to use concrete resources, such as base 10, to justify their decisions.



In this small step, children count in their 50s for the first time. Children use their knowledge of the 5 times-table to support their understanding when counting in 50s and recognise that when counting in 50s, each number they say is 10 times the size of the corresponding number when counting in 5s. Children start by counting up in 50s from zero, and by the end of the step they can count both forwards and backwards, starting at any multiple of 50 without going beyond 1,000. Number lines and number tracks are used to support counting, and this is also a good opportunity to revisit contexts such as money and measures.



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Music - Sing Up

I've Been to Harlem

LI: We are learning to use our voices as an instrument to hold a tune in our new song.

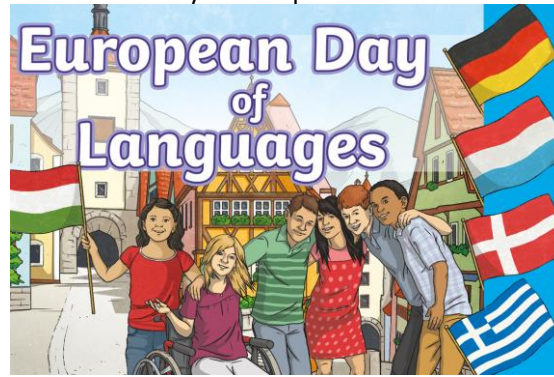
This week in Music we are recapping our new song of 'I've been to Harlem'. The children will learn to show the shape of the tune with their voices as their instrument.

I've been to Harlem,
I've been to Dover.
I've travelled this wide world all over,
Over, over, three times over.
Drink what you have to drink and turn your glasses over.

Sailing east, sailing west,
Sailing over the ocean.
Better watch out when the boat begins to rock
Or you'll lose your girl in the ocean.

European Language day

On Thursday 26th September 2024 we will be acknowledging European Day of Languages. The main aim of the day is to celebrate the importance of language learning and diversify the range of languages learnt, promoting the rich linguistic and cultural diversity of Europe.



Computing - Barefoot and Teach Computing

What parts make up a digital device?
LI: To identify input and output devices

In this lesson, learners will develop their knowledge of input, process, and output and apply it to devices and parts of devices that they will be familiar with in their everyday surroundings.



European Language day

PSHE - Jigsaw

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<p>On Thursday 26th September 2024 we will be acknowledging European Day of Languages. The main aim of the day is to celebrate the importance of language learning and diversify the range of languages learnt, promoting the rich linguistic and cultural diversity of Europe.</p> <p>The children will research a country and language, they will then fill out their own research booklet.</p>	<p><u>LI: We are learning to understand why rules and responsibilities in school are important in making our school a happy place for all.</u></p> <p><u>Key Vocab</u> - Rules, Responsibility, Safety, Security</p> <p><u>Key Questions</u> -</p> <ul style="list-style-type: none"> • Why are rules important in school? • What are your responsibilities in school? • Does our school make you feel safe and secure? <p>In this lesson the children will be exploring why schools have rules and responsibilities as a means to keep everyone safe and happy.</p>
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Science - Wellington Curriculum	Topic (History) - Wellington Curriculum	PE - Get Set 4 PE
<p><u>Key Vocab</u> - Compare, Contrast, Diet, Animals, Nutrition</p> <p><u>Key Questions</u> -</p> <ul style="list-style-type: none"> • What factors can change an animal's diet? • Why do some animals hibernate in winter? • Identify the 3 main food groups. • Which season produces the most amount of food for all groups? Explain your answer. <p><u>Lesson 1:</u> <u>LI: We are comparing and contrasting the diets of different animals.</u> In this lesson the children will conduct research into two opposing animals and their diets. They will need to compare the diets of these animals and which factors make them similar or different.</p> <p><u>Lesson 2:</u></p>	<p><u>Key Vocab</u> archaeologist, significant, research</p> <p><u>Key Questions</u> What settlement lived there? Who are archaeologists? Where is Skara Brae?</p> <p><u>Lesson 1:</u> <u>LI: We are learning and researching about neolithic and</u></p>	<p><u>Key Vocab</u> Attack, Strike, Pass, Position</p> <p><u>Key Questions</u> How will we strike the ball? Which part of the tag are we going to take? How will we change positions? Why do we need to do that?</p> <p><u>Lesson 3 Tag Rugby</u> <u>LI: We are learning how to defend by taking an attackers tag.</u> In the lesson, children will be learning how to get their arms in a ready position to take the tags of the other team, how to step towards the attacker to get closer to their tags and how to use quick changes of direction to keep up with the attackers.</p>

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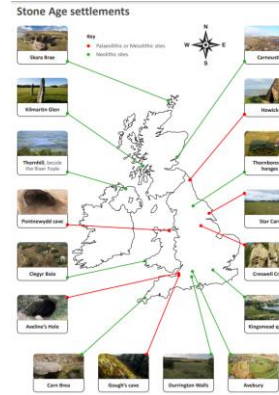
LI: We are applying our understanding of animal diets by creating an informative fact file.

In the second part of the lesson the children will be applying their research and understanding of one of the animals into making a fact file all about their diet.

Animal:	Diet:
Spring:	Summer:
Autumn:	Winter:

palaeolithic settlements

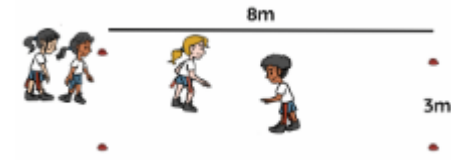
The children will choose a location of palaeolithic settlements and conduct their own research answering key questions



Lesson 2:

LI: We are learning about Skara Brae and why it was an important place for archaeologists

Children will learn what Skara Brae is, they will learn why it was an important place for archaeologists. The children will look at evidence from archaeologists and answer key questions.



Lesson 3 Football:

LI: We are learning to understand that scoring goals is an attacking skill and learning how to execute this skill.

In the lesson, children will be learning to aim for parts of the goal they want to score in, they will be practising how to keep their eyes on the ball and well as learning how to strike in the middle of the



Homework

Homework is set on a **Thursday** and due back on a **Monday** online (google classroom or other platforms)

Reading and spelling.

Maths

Topic/Other foundation subjects including writing
REMINDERS - trips/events/items to bring in

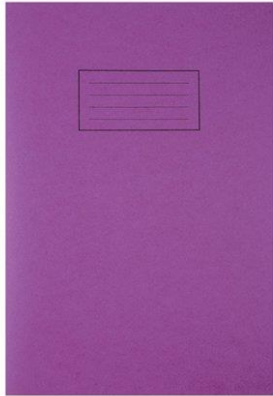
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Reading

Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Tasks are due and will be changed every Monday.

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



Spellings



Dictation Sentences

We **agree** to be kind in school.

I made sure to **increase** the slices of **cheese** in my sandwich.

There was **peace** last night until I heard a cat **squeal**.

I had to **complete** an **extreme** amount of homework.

I was happy when a **recent piece** of my art was put on display.

I **believe** there are aliens in space.



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 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

All year groups

Please remember to wear the correct full uniform. Children should be wearing a white shirt with the school tie, grey trousers and black school shoes. Jumpers and cardigans must be burgundy with the school logo. Girls wear simple stud earrings, no necklaces or big bows to be worn.



Please make sure your child has a glue stick and green pen for their pencil case at school - thank you. Please remember to write your child's name on all school clothes and resources so if they get lost we can return them.

Please remember to bring book bags everyday!

Forthcoming Trips/events for this term:

6th November - 2 classes going to Stonehenge

19th November - 2 classes going to Stonehenge