

Weekly Overview of Learning

Year Group: 3 Week beginning: 25.09.23


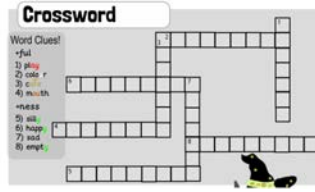
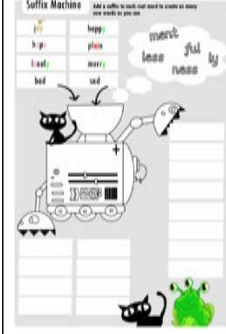
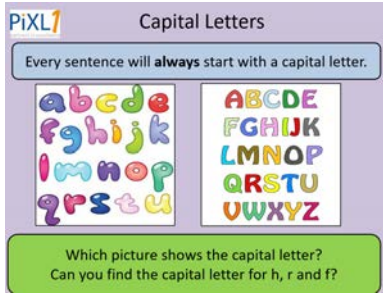

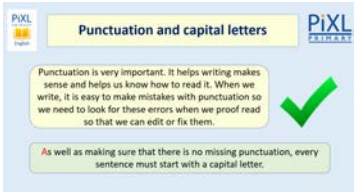
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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are upscaling our adjectives to describe a setting.</u></p>	<p><u>LI: We are learning to use a range of suffixes to describe a setting.</u></p>	<p><u>LI: We are recapping full stops and capital letters (PIXL)</u></p>	<p><u>LI We are learning to describe a setting using suffixes and similes.</u></p>	<p><u>LI: We are learning to edit our setting description and alter changes.</u></p>
<p>Speaking and Listening Focus</p>	<p>Collaborative learning. Children can offer relevant contributions and responses during discussion.</p>	<p>Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listen attentively</p>	<p>Independent learning. Children can offer relevant contributions and responses during discussion.</p>	<p>Independent learning. Children can offer relevant contributions and responses during discussion.</p>	<p>Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listen attentively</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p>Key Vocabulary: Upscale Adjectives Describe Setting Defining frame Definition Synonym Key Questions What does ___ mean? What is a definition? What is a synonym? Could you use this word in a sentence? What image could you draw to show the meaning?</p>	<p>Key Vocabulary: Suffixes Describe Setting Consonants Vowels Root words Key Questions What is a suffix? Can you recall the different suffixes we can use? What are consonants suffixes? What is the 'drop the e' rule? What suffixes can you use to describe Black Rock?</p>	<p>Key Vocabulary: Capital letters Full stops Proper nouns Names Places Countries End of sentence Start of a sentence Key Questions What can you remember about full stops? What can you recall about capital letters? What are proper nouns? Where do you use a capital letter and full stop in a sentence?</p>	<p>Key Vocabulary: Suffixes Similes Hear Smell Taste Touch See Erin As tall as a giraffe As big as a mountain As sharp as a swordfish Key Questions What is a simile? How can we use a simile to describe? What is a suffix? What can you smell and hear? What would you feel if you were touching the water? What can you use to support your descriptive setting?</p>	<p>Key Vocabulary: Punctuation Capital letters Proofreading Editing Sentence starters Similes Suffixes Key Questions What is editing? What is a success criteria? How can we proofread our work? Where do you use a capital letter and full stop in a sentence? How can you uplevel your sentence?</p>

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Activities																				
<p>Activities</p>	<p>Children will recall the meaning of an adjective. Children will learn the new keywords that are in the story 'The Secrets of Black Rock'.</p> <p>The children will learn the definitions of the words and what are the synonyms of that word.</p> <p>They will create a sentence using that keyword to show their understanding and create a picture to show the definition.</p> 	<p>The children will recall what a suffix is. They will recall the different suffixes that can be used such as -ing, -ed, ful, -ly, ment, -er, -ness, -less.</p> <p>Children will complete an activity on adding a range of suffixes to the end of different adjectives.</p>  <p>Children will create sentences using the suffixes to describe Black Rock and the setting around him such as the sea and the fish.</p> 	<p>The children will recap their prior learning in capital letters and full stops. The children will be reminded of the importance of capital letters and full stops. The children will have a practical lesson matching capital letters to the correct places in a sentence using a white board.</p> 	<p>The children will be describing the picture below using similes and suffixes they have learnt and found from previous lessons. The children will have the opportunity to read a WAGOLL (what a good one looks like) and unpick the features they need to include in their work</p> 	<p>When you are proofreading, it is best to focus on one thing at a time. This means you will probably read your writing several times. The children will have a success criteria to edit and mark their own work.</p>  <table border="1" data-bbox="1747 654 2105 774"> <thead> <tr> <th>Our success criteria</th> <th colspan="2">Self-Assessment</th> </tr> </thead> <tbody> <tr> <td>• Capital letters and a variety of punctuation e.g. full stops, question marks, exclamation marks and commas</td> <td>😊</td> <td>😞</td> </tr> <tr> <td>• Similes</td> <td>😊</td> <td>😞</td> </tr> <tr> <td>• Suffixes</td> <td>😊</td> <td>😞</td> </tr> <tr> <td>• Exciting sentence starters</td> <td>😊</td> <td>😞</td> </tr> </tbody> </table>	Our success criteria	Self-Assessment		• Capital letters and a variety of punctuation e.g. full stops, question marks, exclamation marks and commas	😊	😞	• Similes	😊	😞	• Suffixes	😊	😞	• Exciting sentence starters	😊	😞
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Class Text – Reading Aloud
20 mins each day

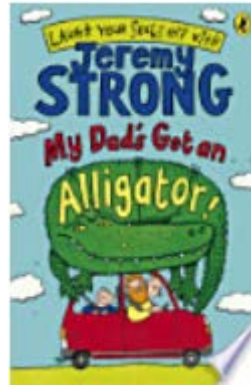
Topaz

TEXT – The BFG
Author – Roald Dahl



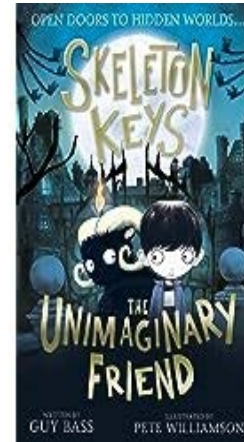
Sapphire

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



Turquoise

Text – Skeleton Keys
Author - Guy Bass



Lapis

Text – The beast of Buckingham palace
Author - David Walliams



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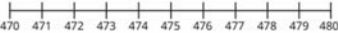








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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: To apply our understanding of number bonds to 10.</u></p>	<p><u>LI: To use our understanding of place value to add and subtract in 1's.</u></p>	<p><u>LI: To use our understanding of place value to add and subtract in 10's.</u></p>	<p><u>LI: To use our understanding of place value to add and subtract in 100's.</u></p>	<p><u>LI: To use our knowledge of place value to spot the pattern.</u></p>
<p>Key vocabulary and key questions</p>	<p>Key Vocabulary: Number bonds Part-part Whole 10 Number facts</p> <p>Key Questions: Which is the whole and which are the parts? What needs to be added to this part to make the whole? If you take this part from the whole, what will be left? Where would this number go in the part-whole model? What other number facts do you know if you know this? If you multiply both parts by 10 then add them together, what happens to the whole?</p>	<p>Key Vocabulary: 1-digit Adding Subtract One column Tens Ones</p> <p>Key Questions: What happens to any number when you add a 1-digit number? What happens to any number when you subtract a 1-digit number? Which columns change in a number when you add or subtract a 1-digit number? Will more than one column ever change?</p>	<p>Key Vocabulary: 1-digit 2-digits Adding Subtract Two column Tens Ones</p> <p>Key Questions: What is the value of the digit ____ in the number ____ ? How many tens are there in ____ ? How many tens are you adding/subtracting? Will the value in the tens column increase or decrease? By how much? Which place value columns have changed/stayed the same? If you know 7 ones minus 3 ones is equal to 4 ones, then what is 7 tens minus 3 tens? What is the inverse of adding/subtracting ____?</p>	<p>Key Vocabulary: Value Hundreds Increase Decrease Inverse Add Subtract</p> <p>Key Questions: What is the value of the digit in the number ? How many hundreds are there in ? How many hundreds are you adding/subtracting? Will the value in the hundreds column increase or decrease? By how much? Which place value columns have changed/stayed the same? If you know $3 + 4 = 7$, what is $300 + 400$? What is the inverse of adding/subtracting ?</p>	<p>Key Vocabulary: Increase Decrease Adding Subtracting 3- digit Place value Ones Tens</p> <p>Key Questions: What is the value of the digit in the number ? Will the value in the ones/tens/hundreds column increase or decrease? By how much? Which place value columns have changed/stayed the same? Why? If you know $3 + 4 = 7$, what else do you know? What is the inverse of adding/subtracting ? Will you get the same result if the operations are performed in a different order?</p>

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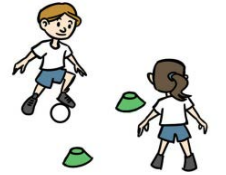

Activities																	
<p>Activities</p>	<p>Throughout this block children build on that knowledge, working towards adding and subtracting 2-digit and 3-digit numbers with exchanges. To be successful with this, it is essential that children are confident in both using and applying their number bonds to and within 10 and this small step provides an opportunity to consolidate this. By the end of this small step, children should be more confident at recalling all the number bonds up to 10 in a variety of contexts. They will then apply this knowledge to number bonds to 100, for example: $3 + 2 = 5$, so $30 + 20 = 50$</p> <p>Complete the additions.</p> <p>a) $3 + 1 = \square$ b) $40 + 20 = \square$</p> <p>$30 + 10 = \square$ $40 + 30 = \square$</p> <p>$300 + 100 = \square$ $40 + 40 = \square$</p> <p>Complete the subtractions.</p> <p>a) $9 - 2 = \square$ b) $60 - 40 = \square$</p> <p>$90 - 20 = \square$ $60 - 30 = \square$</p> <p>$900 - 200 = \square$ $60 - 20 = \square$</p>	<p>At this stage of the block, there are no exchanges and therefore the tens and hundreds columns do not change. Using a place value chart alongside their calculations, children see that when 1s are added to or subtracted from a 3-digit number, the ones column changes every time. Although the examples in this small step involve a change to the ones column only, it is worth asking the question, "Do you have enough ones to make an exchange?" This provides an opportunity to reinforce the fact that 1 ten is made up of 10 ones, and since none of the ones columns in this step have more than 9 ones, there are no exchanges, so the tens and hundreds columns do not change.</p> <p>Complete the number sentences. Use the number line to help if you need to.</p>  <p>a) $475 + 1 = \square$ b) $475 - 1 = \square$</p> <p>$475 + 2 = \square$ $475 - 2 = \square$</p> <p>$475 + 3 = \square$ $475 - 3 = \square$</p> <p>$475 + 4 = \square$ $475 - 4 = \square$</p> <p>$475 + 5 = \square$ $475 - 5 = \square$</p>	<p>In this step, this does not require any crossing of the next or previous hundred. Children use a range of models and representations, including place value charts, to explore the effect of adding or subtracting multiples of 10. Children should see that in these examples only the tens column changes, with the hundreds and ones columns remaining the same. It is also important to highlight to children how they can use number bonds both to and within 10 to support this step. For example, $2 + 3 = 5$, so $20 + 30 = 50$. Using the language of "2 ones/tens plus 3 ones/tens is equal to 5 ones/tens" can support this.</p> <p>Complete the table.</p> <table border="1" data-bbox="1019 949 1361 1209"> <thead> <tr> <th>- 10</th> <th>Number</th> <th>+ 10</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>555</td> </tr> </tbody> </table>	- 10	Number	+ 10									555	<p>Building on the previous small steps, children now explore adding and subtracting multiples of 100. This will not require any crossing of the thousands. Again, children use a range of models and representations, including place value charts, to explore the effect of adding or subtracting multiples of 100. Children recognise from the examples in this small step that only the hundreds place value column changes and the tens and ones columns remain the same. It is also important to highlight to children how they can use number bonds to and within 10 to support this step. For example, $8 - 5 = 3$, so $800 - 500 = 300$. Using the language of "8 ones/hundreds subtract 5 ones/hundreds is equal to 3 ones/hundreds" can support this.</p> <p>Kim has some balloons.</p>  <p>She buys 100 more balloons. How many balloons does she have now? How many balloons will Kim have if she buys another:</p> <ul style="list-style-type: none"> • 200 balloons • 300 balloons • 400 balloons • 500 balloons? 	<p>In this small step, children consolidate their learning from the previous three steps, exploring the effect of adding or subtracting 1s, 10s or 100s to or from any 3-digit number. As with the examples in previous steps, there are no exchanges. Children explore what changes and what stays the same when adding multiples of 1, 10 or 100, for example: "If we add/subtract 10s, only the tens place value column changes." It is important to highlight why this is the case, by noting that the additions in this step always use bonds of less than 10, 100 or 1,000; in the subtractions, the digits in the number subtracted are always smaller than digits in the original number. Children also explore performing multiple calculations to a starting number using a combination of the skills covered in the previous steps. Function machines are a useful representation.</p>  <p>Use Tiny's fact to complete the number sentences.</p> <ul style="list-style-type: none"> ▶ $20 + 50 = \square$ ▶ $7 - \square = 2$ ▶ $70 = \square + 50$ ▶ $500 + 200 = \square$ ▶ $70 - \square = 50$ ▶ $\square = 700 - 200$
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Please continue logging into Doodle Maths and Times-table Rockstars regularly

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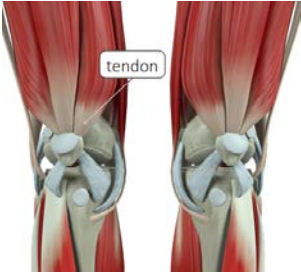
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Spanish - Language Angels	ART - Kapow	PE - Get Set 4 PE																														
<p>Aprendo Español <u>LI: We are learning numbers 1-10 in Spanish.</u></p> <p>In this week's Spanish lesson the children will be introduced to numbers 1 - 10. The lesson will conclude with assessing whether the children can count different numbers of objects.</p> <p>_____ siete _____ nueve _____ cinco _____ seis _____ dos _____ uno _____ cuatro _____ ocho _____ diez _____ tres</p>	<p>UNIT: Growing artists <u>LI: We are learning to create shapes using Frottage technique</u></p> <p>In art, frottage is the technique of taking a rubbing from textured surfaces to form the basis of a work of art. The term frottage was created by the artist Max Ernst. Some good examples of his use of this technique are 'Wide Walls' and 'Teenage Light'. The children will be working with their rubbings and 'tearing' and cutting to create shapes to form their final picture</p> 	<p>Tag Rugby <u>LI: To begin to use the 'forward pass' and 'offside' rule.</u></p> <p>This week in Tag Rugby the children will learn the 'forward pass' and 'offside' rule to be able to apply it in their games. They will be practising a series of adult led drills to teach these new rules and apply them in a mini game.</p>  <p>Football <u>LI: To develop passing and begin to recognise when to use different skills.</u></p> <p>This week in Football the children will be working closely in a pair to practise their passing skills. The purpose is to teach the children accuracy when passing to a team member.</p> 																														
PSHCE - Jigsaw	Music - Sing Up	Computing - Barefoot and Teach Computing																														
<p>Being Me in My World <u>LI: We are learning to understand how our actions can affect others.</u> <u>LI: We are looking at different rewards and consequences for actions.</u></p> <p>This week in PSHCE the children will be looking at different scenarios and analysing how different actions and choices cause different reactions that can have rewards or consequences.</p> <div data-bbox="235 1257 616 1295" style="border: 1px solid black; padding: 2px; margin: 10px 0;"> <p>Aman's teacher has told everyone to work quietly at their tables. Aman has a very funny joke and wants to tell everyone in his group.</p> </div> <div style="display: flex; justify-content: space-between;"> <div data-bbox="168 1300 414 1544" style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Write down a reward for Aman if he makes a sensible choice</p> </div> <div data-bbox="436 1300 705 1544" style="border: 1px solid black; padding: 5px; width: 45%;"> <p>What should the consequences be for him if he makes an irresponsible choice?</p> </div> </div>	<p>I've Been to Harlem <u>LI: We are learning to use our understanding of call and response and apply it to a new song.</u></p> <p>This lesson you are going to introduce and sing the song Tongo. This is one of three snapshots spread across the year that have been created to demonstrate the progress pupils make.</p> <ul style="list-style-type: none"> Tongo - Call-and-response 	<p>Lesson 3 - How do digital devices help us? <u>LI: To recognise how digital devices can change the way we work.</u></p> <p>In today's Computing lesson, the children will create two pieces of work with the same focus, using digital devices to create one piece of work, and non-digital tools to create the other. Learners will then compare and contrast the two approaches.</p> <p>What can you use a digital device for?</p> <p>Tick the box if you can complete the task on the device. Then, add some tasks of your own.</p> <table border="1" data-bbox="1590 1300 2038 1540"> <thead> <tr> <th></th> <th>Digital camera</th> <th>Laptop computer</th> <th>Games console</th> <th>Smartphone</th> </tr> </thead> <tbody> <tr> <td>Take pictures</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Write a story</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Play a game</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Make a phone call</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Send a message</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>		Digital camera	Laptop computer	Games console	Smartphone	Take pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Write a story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Play a game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Make a phone call	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Send a message	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Science - Wellington Curriculum	Topic	RE														
<p>Animals including humans</p> <p><u>LT: We are describing how humans need the skeleton and muscles for support, protection and movement.</u></p> <p>In this lesson children will be introduced to the Muscular structure and system, further developing their understanding of how the soft tissue is made up of many stretchy fibres and how muscles allow us to move, breathe and digest food.</p> <p>Children will learn about the three main types of muscle in the human and will be able to describe their functions.</p>  	<p>Unit 1 - Stone Age</p> <p><u>Lesson 3 LT: We are learning about the different types of tools used in the Stone Age and how these have changed overtime.</u></p> <p>Children will recall what they know about the tools that were made and used during the Stone Age. Different tools and materials were used during the 3 time periods of the Stone Age, and these developed as humans evolved.</p> <p>Children will complete a range of questions recalling the tools used and why they were used during specific time periods. They will draw the tools and label them to describe how they changed over time.</p> <div data-bbox="831 879 1339 1345"> <p>Draw cutting tools over time and add labels to show how they have changed.</p> <table border="1"> <tr> <td data-bbox="831 903 1205 1050"> <p>Palaeolithic</p> </td> <td data-bbox="1205 903 1339 1050"> <p>key words: hand axe spear scraper hammerstone</p> </td> </tr> <tr> <td data-bbox="831 1050 1205 1197"> <p>Mesolithic</p> </td> <td data-bbox="1205 1050 1339 1197"> <p>key words: spear thrower harpoon bow and arrow tranchet, adze</p> </td> </tr> <tr> <td data-bbox="831 1197 1205 1345"> <p>Neolithic</p> </td> <td data-bbox="1205 1197 1339 1345"> <p>key words: axe arrowhead spearhead hammer and chisel</p> </td> </tr> </table> <p>How did new toolmaking skills make hunting and farming easier in the Neolithic than in the Palaeolithic?</p> <hr/> </div>	<p>Palaeolithic</p>	<p>key words: hand axe spear scraper hammerstone</p>	<p>Mesolithic</p>	<p>key words: spear thrower harpoon bow and arrow tranchet, adze</p>	<p>Neolithic</p>	<p>key words: axe arrowhead spearhead hammer and chisel</p>	<p>Unit 1 - Hinduism</p> <p><u>Lesson 3: LT: We are learning to know some of the ways in which Hindu people practise their religion and how these relate to their beliefs and values.</u></p> <p>Children will recall the places that people worship in different religions.</p> <p>They will discuss the ways Hindus can practice their religion. Children will learn that Hindus can visit the mandir, go on pilgrimages, meditate, chant gods & goddesses names and read their holy book.</p> <p>Children will complete a sheet explaining the ways Hindus can practice their religion and draw an image to match.</p> <p>What are the ways that some Hindus practice their religion?</p> <div data-bbox="1487 810 1951 1278"> <table border="1"> <tr> <td data-bbox="1487 810 1599 916"></td> <td data-bbox="1599 810 1951 916"> <hr/><hr/><hr/><hr/> </td> </tr> <tr> <td data-bbox="1487 932 1599 1037"></td> <td data-bbox="1599 932 1951 1037"> <hr/><hr/><hr/><hr/> </td> </tr> <tr> <td data-bbox="1487 1053 1599 1158"></td> <td data-bbox="1599 1053 1951 1158"> <hr/><hr/><hr/><hr/> </td> </tr> <tr> <td data-bbox="1487 1174 1599 1278"></td> <td data-bbox="1599 1174 1951 1278"> <hr/><hr/><hr/><hr/> </td> </tr> </table> </div>		<hr/> <hr/> <hr/> <hr/>		<hr/> <hr/> <hr/> <hr/>		<hr/> <hr/> <hr/> <hr/>		<hr/> <hr/> <hr/> <hr/>
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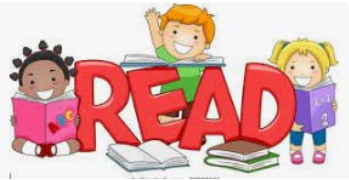
Year Group: 3 Week beginning: 25.09.23

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 in the homework books for English and Maths. 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.

