

Weekly Overview of Learning

Year Group: 3 Week beginning: 27.11.23







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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are consolidating GPS through PTXL therapies.</u></p>	<p><u>LI: We are writing a short story about the origin of Stig.</u></p>	<p><u>LI: We are reading chapter 6 of Stig of the Dump to retrieve key information and answer comprehension questions.</u></p>	<p><u>LI: We are analysing a Police Report to understand the key features.</u></p>	<p><u>LI: We are marking the moment (role play) to highlight and understand key events from chapter 6 in Stig of the Dump.</u></p>
<p>Speaking and Listening Focus</p>	<p>Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listening.</p>	<p>Independent learning. Children show originality through choice of language and adjectives.</p>	<p>Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listening.</p>	<p>Team/Collaborative Learning. Children will use self-assessment skills to analyse how to edit and improve our work.</p>	<p>Collaborative learning. 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> Recap Consolidation Understanding Therapies Misconceptions Gaps GPS Tenses Sentence structure</p> <p><u>Key Questions</u> What misconceptions do you have about ____? How could your understanding be made better? What do you already know about ____? How can we fix these sentences to include the correct ____?</p>	<p><u>Key Vocabulary</u> Prequel Stig Dump Stoneage Beginning Middle End Characters Setting</p> <p><u>Key Questions</u> How can you use your drafted paragraphs to write your full story? Have you included enough detail in your beginning, middle and end? Does your story follow a pattern and/or flow correctly? Have you included all the key features of a short story?</p>	<p><u>Key Vocabulary</u> Events Feelings Thoughts Questions Key Information Adverbs Adjectives Retrieve Language</p> <p><u>Key Questions</u> What events have taken place? Does Barney or Stig show a change in emotion or mood? Identify where and explain why? Are there any changes in the story? How has Barney and Stig's friendship developed? Identify where and explain why?</p>	<p><u>Key Vocabulary</u> Events Witness Crime Detective Location Evidence Missing Item</p> <p><u>Key Questions</u> What does _____ mean? Why would this feature be important when reporting a crime/missing item? Explain why a Police report needs to be filed? From chapter 6 what key information can help fill an evidence report?</p>	<p><u>Key Vocabulary</u> Acting Improvisation Characters Events Evidence Report Key Information Freeze Frame</p> <p><u>Key Questions</u> Why is this information important? How can you show Barney's emotions? What do you already know that can help you act out your character? Can you use freeze frames to communicate the scene? Does Stig understand what happened? How can you portray this?</p>

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<p>Activities</p>	<p>In this lesson the children will be consolidating prior learning of either: sentence structure, looking at main and subordinating clauses or correct and consistent use of tenses.</p> <p>The lesson is going to be class dependent and to be used to plug any gaps and/or misconceptions that the children have on either of these topics.</p>  <p>GPS Y3 G2a: Can identify main and subordinate clauses</p> <p>Commissioned by The PIXL Club Ltd, November 2019</p>  <p>GPS Y3 G3b: Can identify and use past, present and future tenses</p> <p>Commissioned by The PIXL Club Ltd, November 2019</p>	<p>In today's lesson the children will be completing their final write up for their short story of the origins of Stig. They will use their prior lessons of planning and drafting to create their final sequence for their story,</p> 	<p>To further develop the children's understanding of Barney and Stig's relationship, we will be reading chapter 6 to retrieve key information and answer comprehension questions.</p> 	<p>In today's lesson, children will be analysing a Police report to understand features and the importance of retrieving key information.</p> <p>Using scenarios, children will then be asked to file an evidence report ensuring they use the correct information.</p> <p>Evidence Form</p> <p>Draw a picture of the evidence here: <input type="text"/></p> <p>Case No: <input type="text"/></p> <p>Name of detective in charge: <input type="text"/></p> <p>Address of crime scene: <input type="text"/></p> <p>What crime? _____</p> <p>Where did it happen? _____</p> <p>Describe your evidence: _____</p> <p>What have you found out: _____</p>	<p>Children will be using a drama strategy called Marking the Moment to deepen their understanding of a key scene in chapter 6.</p> <p>Focusing on one particular moment gives context to the importance of retrieving key information that can be utilised to develop characters, events and creative expression.</p>  
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Class Text – Reading Aloud
20 mins each day

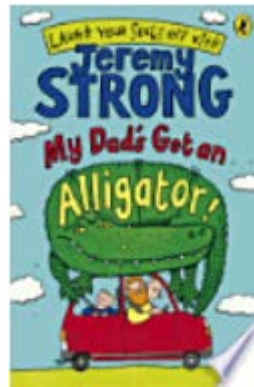
Topaz

TEXT – The BFG
Author – Roald Dahl



Sapphire

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



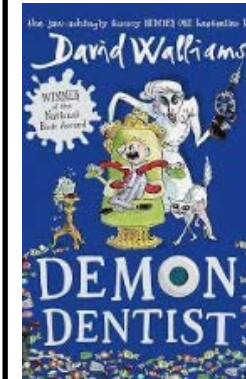
Turquoise

Text – Skeleton Keys
Author - Guy Bass



Lapis

Text – Demon dentist
Author - David Walliams



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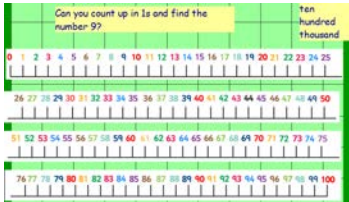
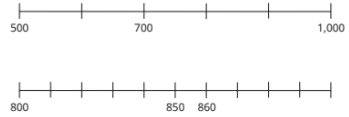
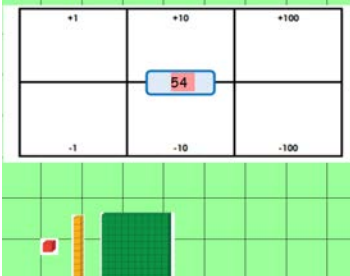

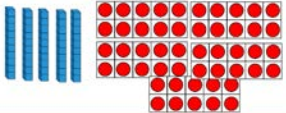
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to read and place digits on a number line up to 1000.</u></p>	<p><u>LI: We are recapping how to place numbers on a place value chart up to 1000.</u></p>	<p><u>LI: We are recalling how to find 1, 10 and 100 more or less from a given number up to 1000.</u></p>	<p><u>LI: We are learning to compare and order numbers up to 100 and extend to 1,000 sometimes using the < > and = signs correctly.</u></p>	<p><u>LI: We are learning to solve problems using place value and number facts</u></p>
<p>Key vocabulary and key questions</p>	<p><u>Key vocabulary</u> Number line One Ten Hundred Thousand Place Intervals Digit Halfway <u>Key questions</u> 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?</p>	<p><u>Key vocabulary</u> Ones Tens Hundreds Thousands Place value chart Dienes Numbers Digits Value Partitioning <u>Key questions</u> Where would 10 go on the place value chart? What is the value of 3? Can you count up in 10s? Can you count up in 100s? Can you place ____ on the place value chart? How can you represent ____ by using Dienes? What is the correct column for this number ____? Can you partition ____?</p>	<p><u>Key vocabulary</u> More Less Adding Subtracting Place value chart One Ten Hundred Thousand <u>Key questions</u> What is 1 more? What is 10 more than ____? What is 100 more? What is 1 less than ____? What is 10 less? What is 100 less than ____? Can you use a place value chart to help you? What is the number sentence? Is the question asking you to add or subtract?</p>	<p><u>Key vocabulary</u> Greater than Less than Equal to Ones Tens Hundreds Place value Order Partitioning <u>Key questions</u> What is the value of the three in.....? Which is less 4 hundreds or 41 tens? How do you know? What needs to be added/subtracted to change: 345 to 845, 823 to 829 and 70 to 205?</p>	<p><u>Key vocabulary</u> Place value chart One Ten Hundred Thousand Number facts Multiplication Division Addition Subtraction <u>Key questions</u> What happens if we give a number the incorrect place value? Can solve problems using place value and number facts What are number facts? What is place value? Can you partition ____?</p>

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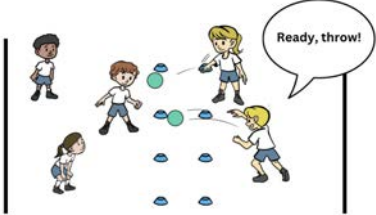
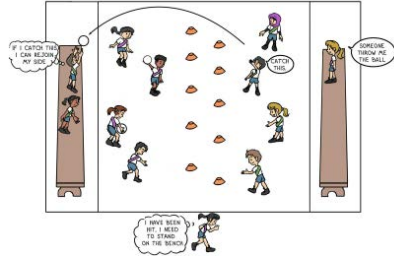
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Activities																																	
<p>Activities</p>	<p>Children read and interpret exact values positioned along the number line.</p> <p>Children are exposed to a variety of number lines, both to and within 1,000 and with different start and end point values, and can work confidently with these.</p>  <p>Children will count up and then backwards in their 10's and 100's.</p>  <p>Children will count up in 1's, 2's, 5's or 10's along the number line and identify a given number.</p>  <p>They will fill in missing numbers along the number line up to 1000.</p>	<p>Children will recap using the place value chart. This will support children's understanding when adding and subtracting numbers by being able to see the manipulatives moving.</p> <p>Children will be using a PIXL therapy to support their understanding of the place value chart up to 1000.</p> <p>Let's look at a different example with 2-digit numbers.</p> <p>Can you read this number? 57 Which column is the largest in value? Which column is the smallest in value? What is the value of 7 in this number? What is the value of 5 in this number? Partition this number into its separate parts.</p> <table border="1" data-bbox="734 730 882 791"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td>5</td> <td>7</td> </tr> </table> <p>They will partition numbers on the chart.</p> <p>Thousands Place Value Mat</p> <table border="1" data-bbox="645 922 981 1114"> <tr> <td>Thousands</td> <td>Hundreds</td> <td>Tens</td> <td>Ones</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Children will be placing numbers up to 1000 onto the place value chart.</p>	Tens	Ones	5	7	Thousands	Hundreds	Tens	Ones					<p>Children will be recapping how to find 1, 10 and 100 more or less than a given number up to 1000.</p> <p>Children will count up then backwards in their 10s up to 100 and 100s up to 1000.</p> <p>The use of concrete resources supports understanding, as children can see "more" or "less" as physically adding or removing manipulatives.</p>  <p>Children will use a place value chart with Dienes to help them add or subtract 1, 10 and 100.</p> <p>Jerry says... If I am adding 10, I will only ever have to change the tens digit. Do you agree or disagree? Explain why!</p> <p>I agree/disagree with Jerry because...</p> <p>Children will answer reasoning questions to show their understanding of how a number can be 1, 10 or 100 more or less.</p>	<p>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".</p> <p>What happens if we give a number the incorrect place value?</p> <table border="1" data-bbox="1496 592 1666 644"> <tr> <td>Th</td> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td>7</td> <td>6</td> <td>3</td> <td>5</td> </tr> </table> <p>The 7 represents 7 lots of 1,000 = 7,000 The 3 represents 3 lots of 10 = 30 The 6 represents 6 lots of 100 = 600 The 5 represents 5 lots of 1 = 5</p> <p>What is place value?</p> <p>In our number system, each digit has a value dependent on its place or position within a number.</p> <table border="1" data-bbox="1496 868 1666 920"> <tr> <td>Th</td> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td>7</td> <td>6</td> <td>3</td> <td>5</td> </tr> </table> <p>Seven thousand, six hundred and thirty five.</p>	Th	H	T	O	7	6	3	5	Th	H	T	O	7	6	3	5	<p>Children work with a partner and have a newspaper between them.</p> <p>Children go through the newspaper, find numbers and then write the number facts for that number. Children to then represent the numbers they found</p>  <p>Example:</p> <p>The number I found was 50.</p> <p>5 x 10 = 10 x 5 = 50 + 0 = 0 + 50 =</p> 
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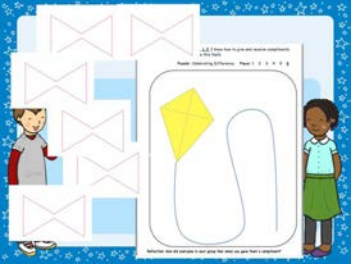

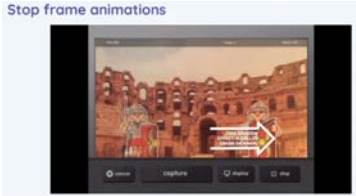
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Stonehenge Trip - Lapis and Turquoise	ART - Kapow	PE - Get Set 4 PE
<p><u>Stonehenge preparation</u> Discover the story of Stonehenge: the stones, the landscape, the people and its meaning, through a powerful combination of cutting-edge audio-visual experiences and incredible ancient objects. The exhibition contains nearly 300 archaeological objects, finds from Stonehenge and other nearby monuments, now displayed on site for the first time.</p> 	<p><u>Unit 2 - Lesson 4</u> <u>LI: We are applying our painting skills to recreate a prehistoric picture on a textured surface.</u></p> <p>Children will be exploring textures this week in order to create a surface that resembles cave walls. Having looked at making colours from natural materials, children will combine lentils, sand and bulgur wheat to achieve this effect and paint the animal they have been developing over previous weeks. Having created that real Stone Age experience!</p> 	<p><u>Unit 3 - OAA</u> <u>LI: We are learning to identify objects, draw and follow a simple map.</u></p> <p>In groups of four, pupils place out their items to create their own map and draw it on their resource card in the box for map 6. Swap maps with another group and attempt to lay out their items as displayed in map 6. Once completed, groups check each other's work. In their groups of four, pupils draw a route on their map 6 using a line. The map now needs to also include a start and finish symbol for their route. Swap maps with another group and take turns to watch each other follow the route. Have they followed the map correctly?</p>  <p><u>Unit 4 - Dodgeball</u> <u>LI: We are learning to think tactically and apply this to a game.</u></p> <p>In groups of five, pupils play 3v2 with two balls. Only the team of two can hit the opposition, the other team rolls the balls back. A hit player joins the team of two. Once all players are on the same team the game starts again with a new two.</p> 

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PSHCE - Jigsaw	Music - Sing Up	Computing - Teach Computing		
<p style="text-align: center;"><u>Unit 2 Celebrating Differences</u></p> <p><u>L.I. We are learning to understand how to give and receive compliments, and know how it feels.</u></p> <p>Children will understand that they are special and unique. Children will discuss how sharing kind words and thoughts with others can make them feel happy and joyful.</p> <p>They will understand that anyone in their life can receive a compliment such as their family and friends, and it can be for their uniqueness and differences.</p> <p>Children will write compliments to other children around the class.</p> 	<p style="text-align: center;"><u>March from 'the Nutcracker'</u></p> <p><u>L.I: We are learning to actively listen and respond to musical themes through movement.</u></p> <p>This week in music the children are moving onto a new type of music looking at March from 'the Nutcracker'. They will be exploring how to actively listen to the rhythm and beat and translate that into a movement.</p> 	<p style="text-align: center;"><u>Unit 2 - Animations</u></p> <p><u>L.I: We are learning to sequence frames to start making our stop frame animations.</u></p> <p>Children will use the Ipad and their images to begin making their stop frame animations. Children will use onion skinning to make small changes between frames.</p>  <p>They will use a checklist as they use their Ipads to create their animation. Children will discuss what changes and what stays the same when they are using stop frame animations on the Ipad such as the characters move but the background stays the same.</p> <div data-bbox="1742 751 2119 935" style="border: 1px solid black; padding: 5px;"> <p>Checklist</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Be consistent</p> <ul style="list-style-type: none"> • Use the same characters • Use the same background • Keep your iPad in the same place • Keep your background in the same place </td> <td style="vertical-align: top;"> <p>Be careful</p> <ul style="list-style-type: none"> • Use onion skinning • Move your characters a small amount each time • Check the picture on the screen before you take your photo • Take care not to move anyone's iPad • Take care not to move anyone's background </td> </tr> </table> </div>	<p>Be consistent</p> <ul style="list-style-type: none"> • Use the same characters • Use the same background • Keep your iPad in the same place • Keep your background in the same place 	<p>Be careful</p> <ul style="list-style-type: none"> • Use onion skinning • Move your characters a small amount each time • Check the picture on the screen before you take your photo • Take care not to move anyone's iPad • Take care not to move anyone's background
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Science - Cornerstones	Topic - Cornerstones	RE												
<p style="text-align: center;"><u>Unit 2 - Forces and Magnets</u> <u>Lesson 1</u></p> <p><u>LI: We are learning to investigate and compare a range of magnets and explain that magnets have two poles (north and south) and that opposite poles attract each other, while like poles repel each other.</u> <u>Skill: to make increasingly careful observations, identifying similarities, differences and changes and making simple connections.</u></p> <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p>Ask children to share experiences or knowledge about magnetism, including magnetic toys or household items. Provide pairs of children with two bar magnets, then ask them to complete the tests in the presentation.</p> </div> <div style="flex: 1; text-align: center;">  <p style="background-color: white; padding: 5px; border: 1px solid black; display: inline-block;">Magnetic forces</p> </div> </div> <p style="text-align: center;"><u>Lesson 2</u></p> <p><u>LI: We are learning that there are different types of magnets including bar magnets, horseshoe magnets and floating magnets.</u></p> <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> <p>The children read through their investigation. The children will have five numbered magnets they will test and then they will make their predictions, ranking them from weakest to strongest, based on the magnets' characteristics.</p> </div> <div style="flex: 1;"> <p style="text-align: center;">Magnetic strength – investigation 2</p> <p>Equipment</p> <ul style="list-style-type: none"> • five different magnets (numbered 1-5) • pot of paperclips <p>Method</p> <ol style="list-style-type: none"> 1. Choose the magnet numbered 1. 2. Drop the magnet into a pot of paperclips and gently shake the pot. 3. Carefully remove the magnet from the pot and count how many paperclips were attracted to the magnet. 4. Record the result. 5. Repeat for the other four magnets. <div style="display: flex; justify-content: space-around;">   </div> </div> </div>	<p style="text-align: center;"><u>Geography - Our Planet, Our World</u></p> <p><u>Lesson 1:</u> <u>LI: We are learning to use our Atlas skills to locate capital cities of European countries.</u> In this part of the lesson the children will be using their atlas skills that they acquired last week to help them locate different capital cities of European countries.</p> <div style="text-align: center;">  </div> <p><u>Lesson 2:</u> <u>LI: We are learning to use our Atlas skills to locate capital cities of European countries.</u> The second lesson the children will research key information about different European countries and create a 'country fact file' including key features such as population, capital cities and landmarks.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>European Country Fact Sheet</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>France</p> <p>France is a country in western Europe.</p> <p>Area 644,000km²</p> <p>Population 67 million</p> <p>Climate Mostly temperate climate with a Mediterranean climate in the south</p> <p>Official language French</p> <p>Highest peak Mont Blanc, 4809m</p> <p>Longest river Loire, 1006km</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>City</th> <th>Location</th> <th>Significance</th> </tr> </thead> <tbody> <tr> <td>Paris</td> <td>Northern France</td> <td>Capital city with cultural and historic features</td> </tr> <tr> <td>Marseille</td> <td>Southern France</td> <td>Important port city with many museums</td> </tr> <tr> <td>Lyon</td> <td>Central France</td> <td>Silk production, theatres and being close to the Alps</td> </tr> </tbody> </table> </div> </div>	City	Location	Significance	Paris	Northern France	Capital city with cultural and historic features	Marseille	Southern France	Important port city with many museums	Lyon	Central France	Silk production, theatres and being close to the Alps	<p style="text-align: center;"><u>Hinduism</u></p> <p><u>LI: We are learning the importance of an atmospheric environment for Hindu prayer.</u></p> <p>This week in RE the children are learning the importance of an atmospheric environment and how atmosphere is important to how Hindu's and other faiths pray.</p> <p>They will use a video of a Hindu prayer to make inferences about the different things they see, hear, touch and smell during their worship, linking these ideas to their significance in changing the atmosphere.</p> <div style="text-align: center; border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;">  <p style="text-align: center; border: 1px solid black; padding: 2px;">Hindu Prayer</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">See</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Hear</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Touch</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Smell</div> </div> </div>
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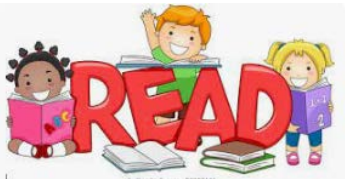
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Homework

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.

CHALLENGE - Can you stay in the green zone for all subjects? Have a go!!

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 -

4th December 2023 (Sapphire and Topaz)