

Weekly Overview of Learning

Year Group: 3 Week beginning: 27.02.23

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English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	LI: We are learning to identify the features of a letter and persuasive language..	LI: We are suggesting reasons for and against, using group work and comparing ideas.	LI: We are learning to draft our ideas into a letter to the King using key features of a letter. We are writing our draft persuasive letter to the King	LI: We are learning to use prefixes, articles and tenses correctly.	LI: We are learning to use the draft and edit into a letter to the King using key features of a letter.
Speaking and Listening Focus	Through think, pair share the children will listen to each other's ideas and share these with the class. Collaborative learning. 	Through think, pair share the children will listen to each other's ideas and share these with the class. Collaborative learning. 	Through think, pair share the children will listen to each other's ideas and share these with the class. Collaborative learning. 	Through think, pair share the children will listen to each other's ideas and share these with the class. Collaborative learning. 	Through think, pair share the children will listen to each other's ideas and share these with the class. Collaborative learning. 
Key vocabulary and Key Blooms higher order thinking questions	<p>Key Vocabulary: Letter Persuasive Address Greeting Introduction Date Argument/Reason Conclusion Signature</p> <p>Key Questions: What is persuasive writing? What is a letter? Who could we be writing to? What does a letter need?</p>	<p>Key Vocabulary: Compare For and Against Debate Argument/Reason Fair Unfair To conclude Conscious Alley</p> <p>Key Questions: What was the King's decision? Why did he make that decision? What did the King want from Lalchand? Do you agree with the King's decision? Why was it fair/unfair?</p>	<p>Key Vocabulary: Letter Persuasive Address Greeting Introduction Date Argument/Reason Conclusion Signature</p> <p>Key Questions: What will be the purpose of our letter? Who is a letter for? Who is writing the letter? Will the letter be formal or informal? Why? Which sentence starters would you use for your argument.</p>	<p>PIXL Therapies: English: Key targets found from recent PIXL testing.</p> <p>Y3 G1a: Can form nouns using a range of prefixes (e.g. super-, anti-, auto-)</p> <p>Y3 G1d: Uses the forms a or an correctly (e.g. a rock, an open box)</p> <p>Y3 G3b: Can identify and use past, present and future tenses</p>	<p>Key Vocabulary: Letter Persuasive Address Greeting Introduction Date Argument/Reason Conclusion Signature</p> <p>Key Questions: What is persuasive writing? What is a letter? What does a letter need? Who is a letter for? Which sentence starters would you like to use for your argument?</p>

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	LI: To understand denominators of unit fractions.	LI: To compare and order unit fractions.	LI: To understand the numerators of non-unit fractions.	LI: We are learning to subtract fractions with the same denominator	LI: We are learning to apply our measuring knowledge and skills to our biscuit making
Key vocabulary and key questions	<p>Key Vocabulary: Unit Numerator Denominator Identify Equal fraction</p> <p>Key Questions: Is the diagram split into equal parts? How many equal parts are there? How many parts are shaded? What is the denominator of the fraction? How do you know? Why is the denominator of this fraction ____? Can you draw a different diagram to show the same fraction? If the Shape has not been divided equally, can you find a fraction?</p>	<p>Key Vocabulary: Unit Numerator Denominator Identify Equal Fraction split shaded whole Compare greater smaller</p> <p>Key Questions: What is the same and what is different about comparing fractions and comparing whole numbers? What is the denominator of the fraction? What is the numerator? Which is the greater/smaller denominator? Which is the greater/smaller fraction? What do you notice about the denominators and the order of the fractions? Why does this happen? Is 1/4 greater than 1/10? Can you draw a diagram to show this?</p>	<p>Key Vocabulary: Unit Numerator Denominator Identify Equal Fraction split shaded whole Compare Greater smaller non-unit</p>  <p>Key Questions: How many equal parts is the whole split into? · How many equal parts are shaded/circled? · How do you know what the denominator/numerator is? · Where can you see the denominator in the diagram? Where can you see the numerator? · Can you draw a diagram/bar model to represent the fraction? · What is the difference between a unit fraction and a non-unit fraction</p>	<p>PIXL Therapies: Maths: Key targets found from recent PIXL testing.</p> <p>Subtracting fractions with the same denominator within one whole.</p> <p>Multiplying a 2-digit number by a single digit number using known multiplication facts.</p> <p>Subtracting two 3-digit numbers, using a formal written method.</p>	<p>Key Vocabulary Measure Weigh units g/kg/oz/l/ml accuracy</p> <p>Key questions</p> <p>Which units of measure would we use for liquids? How would we read a scale? What would we measure flour with? What do we use to measure how hot/cold something is? Which is bigger a table spoon or tea spoon?</p>  <p>What measuring equipment is this called?</p> 

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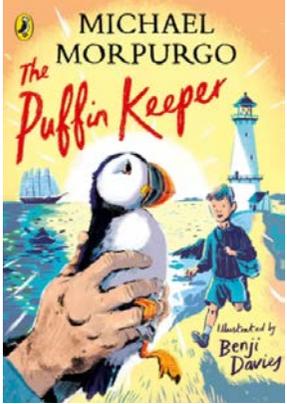
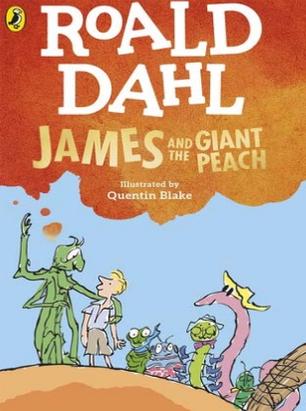
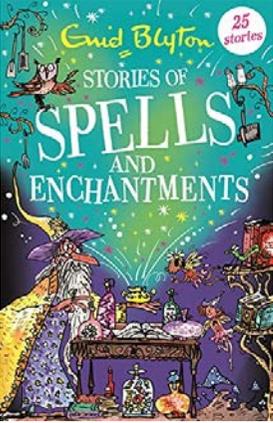
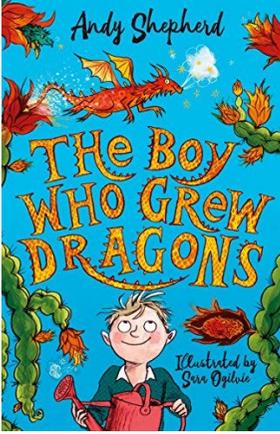
	$\frac{1}{5}$ $\frac{1}{4}$	$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$	$\frac{2}{4}$ $\frac{2}{6}$ $\frac{4}{8}$ $\frac{3}{9}$		<p>How many tablespoons are there in a stick of butter?</p>  <p>How would read a measuring jug?</p>
<p>Activities</p>	<p>Children are to create fractions (bar models) using post it notes and identify a unit fraction. They must also complete the stem sentence, combining their understanding of identifying the denominators of unit fractions.</p>	<p>Children are to make fractions using number cards, only changing the denominator. They are then asked to represent that fractions in a bar model and compare whether it is greater or smaller.</p>	<p>Children are to complete a worksheet with questions that reflect the learning for the week (understanding denominators, comparing and rendering unit fractions and understanding the numerators of non-unit fractions).</p>		<p>Children will be using the equipment to measure out the ingredients to make and bake biscuits.</p>

Please continue logging into Doodle Maths and Times-table Rockstars regularly!

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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Topaz TEXT – The Puffin Keeper Author – Michael Morpurgo</p> 	<p>Sapphire Text - James and the Giant Peach Author – Roald Dahl</p> 	<p>Turquoise Text – Stories of Spells and Enchantments Author – Enid Blyton</p> 	<p>Lapis Text – The boy who grew dragons Author - Andy Shepherd</p> 
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Turquoise Class will be embarking on truly understanding their reading preferences and styles. We will be spending some time during Thursday in the library looking for a book to read for pleasure that suits each child.

Once they have chosen their book they will be tasked with reading it and creating a book review based upon what they have read. This will develop their understanding of what they are reading and if they would recommend this particular book to their peers.



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Music - Sing Up

This unit is based upon the 'March' from The Nutcracker by Tchaikovsky. It follows the rondo form structure, embracing its repeating nature of musical themes.

Lesson 2: LI: we are learning to Exploring pattern and structure in response to 'March' from The Nutcracker.



This week's learning focuses on the different rhythms and beats that can be created through the movement of marching. The children will be given the opportunity to march around the classroom whilst we create a rhyme that will be read aloud to the rhythm of the marching.

The children will then be comparing the music of the Nutcracker by Tchaikovsky to similar artists.

World Book Day activity

Tea party

Please can your child bring in a snack and a drink on Friday 3rd March. We will be having a tea party in the style of Alice in Wonderland.



PE - Get Set 4 PE

Unit: Dance - Lesson 2

LI: To create actions to move in contact with a partner or interact with a partner.

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will practise opposites such as forwards and backwards or up and down.



Unit: Rounders - Lesson 2

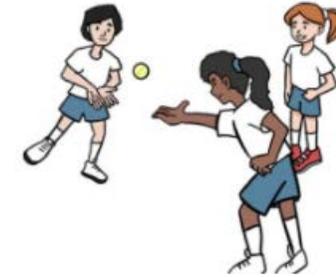
LI: To develop the bowling action and learn the rules of bowling.

Pupils point their hand at a target when throwing the ball and step forward with the opposite foot to the throwing arm. They should enjoy communicating, collaborating and competing with each other.

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DT/Art - Kapow

Spanish - Language Angels

World book activity

Prehistoric Painting

LI: LI: To explore how natural products produce pigments to make different colours.

Children use different materials to recreate the rough texture of a cave wall, demonstrating how to stick down objects, and then paint over the surface when dry.

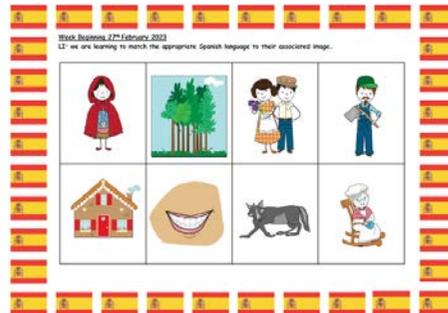
Children create textured backgrounds by gluing down couscous, bulgar wheat, lentils, coarse flour, seeds or sand to a strong card. They paint over the rough surface using their natural paints or natural coloured poster paint, ready for lesson 3.



Unit: Caperucita Roja (Little Red Riding Hood)

LI: we are learning to match the appropriate Spanish language to their associated image.

This week the children will be learning new key vocabulary associated with the Spanish version of the Little Red Riding Hood.



Caperucita Roja	el bosque	los padres	el cazador
la casa	los dientes	la abuela / la abuelita	el lobo

Biscuit decorating

The children will be making biscuits during world book day on Friday 3rd March to then eat at the tea party!



They will be analysing specific designs and ingredients for their biscuits. Whilst preparing their biscuits they will be using their mathematical skills of weighting, measuring and timing.

The children will then go to add simple decorations and enjoy eating these at the tea party.

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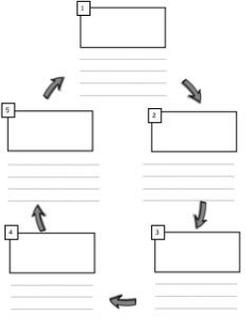
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Science - Wellington Curriculum	World Book Day activity	Computing - Barefoot and Teach Computing
<p style="text-align: center;"><u>Plants</u></p> <p>During this unit of work, children will build upon their previous knowledge of plants and trees from Year 2 where children find out what plants need in order to stay healthy once they have grown. They will identify and describe the functions of the different parts of plants. They will explore what plants need for life and growth. Children will also look at seeds and explore the different ways that plants disperse their seeds.</p> <p>Week Commencing 27th February 2023 LI: We are learning how to order the stages of the life cycle of a flowering plant using key terminology.</p> <p>This week the children will be focusing on learning all about the life cycle of a plant. They will delve into each key life stage that a plant goes through. The importance of this learning shows the children that it is a continuing cycle, it never breaks.</p>	<p style="text-align: center;"><u>Front cover and Bookmark designing</u></p> <p>Children will design a front cover for the quest story they wrote in English. They will design a bookmark using card to celebrate world book day.</p> 	<p style="text-align: center;"><u>Data and Information</u></p> <p>Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.</p> <p>Learning objectives</p> <p>We are learning to investigate closed questions with yes/no answers</p> <p>Children will start to explore questions with yes/no answers and how these can be used to identify and compare objects.</p>

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 <p>Key words:</p> <table border="1"><tr><td>Flower</td><td>Life Cycle</td></tr><tr><td>Germination</td><td>Growing</td></tr><tr><td>Flowering</td><td>Pollination</td></tr><tr><td>Fertilisation</td><td>Seed dispersal</td></tr></table> <p>Once the children have learnt all about the life cycle they will re-enact the cycle themselves. They will be organised into groups and be asked to act out the life cycle of a plant. Producing enactive learning will ensure the children are processing this learning into their long term memory!</p>	Flower	Life Cycle	Germination	Growing	Flowering	Pollination	Fertilisation	Seed dispersal		
Flower	Life Cycle									
Germination	Growing									
Flowering	Pollination									
Fertilisation	Seed dispersal									

Homework

Homework is set on a Thursday or assigned on MyMaths, Doodle Maths and Doodle English. Where applicable, it should be returned by the following Monday.

Reading/Spelling and Grammar

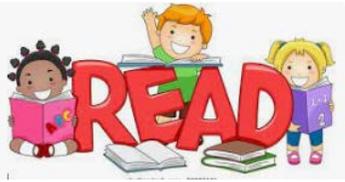
Maths

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 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.



World Book Day dress up day - 3rd March
Parents evening - 7th - 9th March