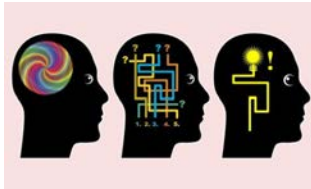
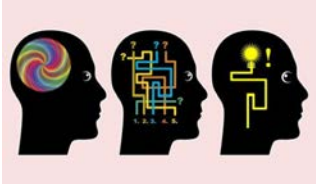
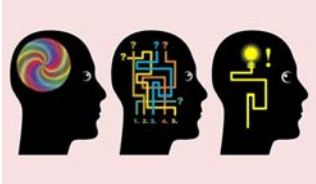
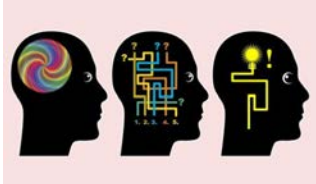
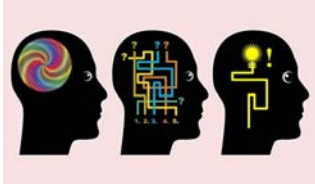


Weekly Overview of Learning

Year Group: 3 Week beginning: 29.01.24

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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>Internal PIXL Testing</u>	<u>Internal PIXL Testing</u>	<u>Internal PIXL Testing</u>	<u>Internal PIXL Testing</u>	<u>Internal PIXL Testing</u>
Speaking and Listening Focus	Individual Learning 	Individual Learning 	Individual Learning 	Individual Learning 	Individual Learning 
Key vocabulary and Key Blooms higher order thinking questions	<u>Key Vocabulary:</u> Tenses Adverbs Relative clauses Expanded noun phrases Adjectives Nouns Verbs Modal verbs Commas Parenthesis Adverbials Punctuation Spelling	<u>Key Vocabulary:</u> Define Explain Retrieve Identify Record Summarise Predict Meaning Choice of words comparison	<u>Key Vocabulary:</u> Tenses Adverbs Relative clauses Expanded noun phrases Adjectives Nouns Verbs Modal verbs Commas Parenthesis Adverbials Punctuation Spelling	<u>Key Vocabulary:</u> Addition Subtraction Compare Calculate Divide Multiply	<u>Key Vocabulary:</u> Addition Subtraction Compare Calculate Divide Multiply Reason Problem solve

Weekly Overview of Learning

Year Group: 3 **Week beginning: 29.01.24**

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<p>Activities</p>	<p>In this assessment session, children will be required to show their understanding of their grammar, spelling and punctuation skills they have covered thus far. They will be answering a variety of questions. The information from these assessments will help us to plan lessons for the term for individual children and for identified groups.</p> <p>The children will complete their first GPS paper Grammar and punctuation - 50 minutes</p>	<p>In this assessment session, children will be required to show their understanding of their reading skills they have covered thus far. They will be answering a variety of questions from the reading domains. The information from these assessments will help us to plan lessons for the term for individual children and for identified groups.</p> <p>The children will complete their reading paper - 50 minutes</p>	<p>In this assessment session, children will be required to show their understanding of their spelling skills they have covered thus far. They will be writing the correct spelling for each word as it is called out. The information from these assessments will help us to plan lessons for the term for individual children and for identified groups.</p> <p>Reading paper carried over and spelling test - 50 minutes</p>	<p>In this assessment session, children will be required to show their understanding of the mathematical areas they have covered thus far. They will be answering a variety of questions to apply their mathematical fluency understanding.</p> <p>The information from these assessments will help us to plan lessons for the term for individual children and identified groups.</p> <p>Recap of arithmetic style questions - 20 minutes</p> <p>Arithmetic Test lasting 40 minutes</p>	<p>In this assessment session, children will be required to show their understanding of the mathematical areas they have covered thus far. They will be answering a variety of questions to apply their mathematical reasoning and problem solving skills.</p> <p>The information from these assessments will help us to plan lessons for the term for individual children and for identified group</p> <p>Recap of reasoning style questions - 20 minutes</p> <p>Reasoning paper - 40 minutes</p>
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Weekly Overview of Learning

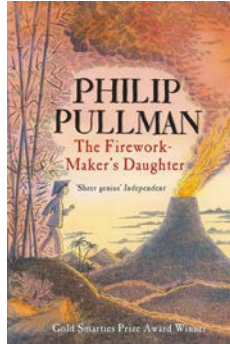
Year Group: 3 Week beginning: 29.01.24

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Class Text – Reading Aloud
20 mins each day

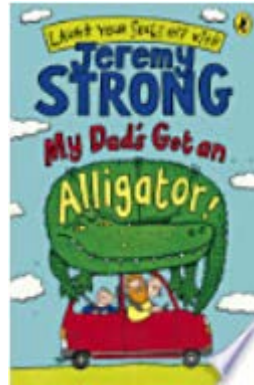
Topaz

TEXT – The Firework Maker's Daughter
Author – Philip Pullman



Sapphire

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



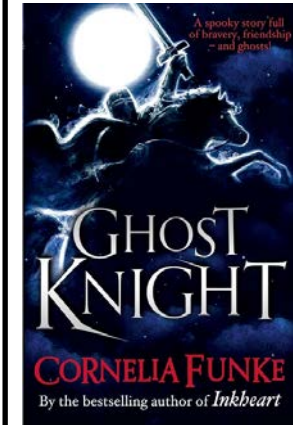
Turquoise

Text – The Danger Gang
Author - Tom Fletcher



Lapis

Text – Ghost Knight
Author - Cornelia Funke



Weekly Overview of Learning

Year Group: 3 Week beginning: 29.01.24

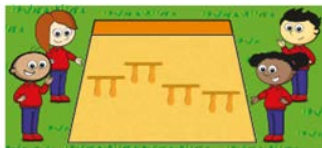
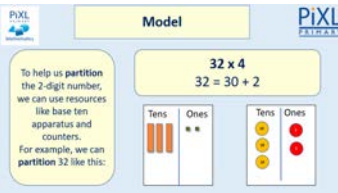
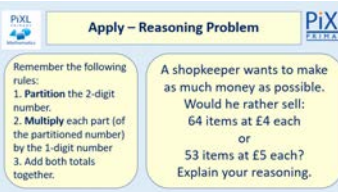

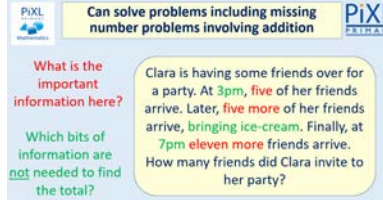
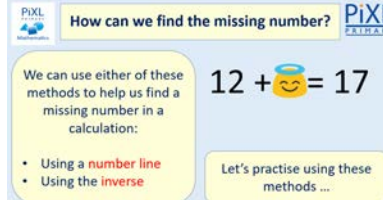
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LT: We are learning to compare lengths of different units (mm, cm and m)</u>	<u>LT: We are learning to add lengths in mm, cm and m.</u>	<u>LT: We are learning to recall how to multiply two-digit by one-digit numbers using partitioning and known facts (PIXL)</u>	<u>LT: We are learning to recap how to multiply using the column method (PIXL Therapy)</u>	<u>LT: We are learning to solve problems including missing number problems involving addition and subtraction.</u>
Key vocabulary and key questions	<p><u>Key vocabulary</u> Compare Measure Greater than Less than Equal too MM CM M Length Height</p> <p><u>Key questions</u> How can you compare lengths given in different units? Why does finding equivalent lengths with the same unit make it easier to compare lengths? Does it matter which unit of measurement you use to compare? Is the unit of measurement or the size of the number more important? How many mm/cm are there in _____ cm/m?</p>	<p><u>Key vocabulary</u> Add Millimetres Centimetres Metres Lengths Measurement Equivalent lengths</p> <p><u>Key questions</u> How many centimetres are there in 1 m? How many millimetres are there in 1 cm? Why is it important the lengths have the same unit of measurement before adding them? Which unit of measurement will you use to find equivalent lengths before adding them? Why? How did you find the total length? Does it matter in which order you add the lengths?</p>	<p><u>Key vocabulary</u> Multiply Digits Partitioning Hundreds Tens Ones Place value chart Known facts Related facts Dienes</p> <p><u>Key questions</u> What is partitioning? How can you partition 64? Can you partition the numbers using the place value chart? What is a known/related fact? What are the known facts about the number ____? Can you use Dienes to partition the number? What is 64×3?</p>	<p><u>Key vocabulary</u> Multiply Exchange Digit Answer Ones Tens Column method Effective strategy</p> <p><u>Key questions</u> How can you partition a 2-digit number into tens and ones? What is the product of the tens and the single digit? What is the product of the ones and the single digit? What do you need to do to find the final answer? What do you do if you have ten or more ones?</p>	<p><u>Key vocabulary</u> Problem solving Missing number Addition Subtraction Ones Tens Hundreds Effective strategy</p> <p><u>Key questions</u> What would be the most effective strategy to solve this problem? How do we find the missing part? How will our knowledge of addition and subtraction support us? What is the inverse? How can the inverse help us in solving this problem? Can place value aid us in solving these problems?</p>

Weekly Overview of Learning

Year Group: 3 Week beginning: 29.01.24

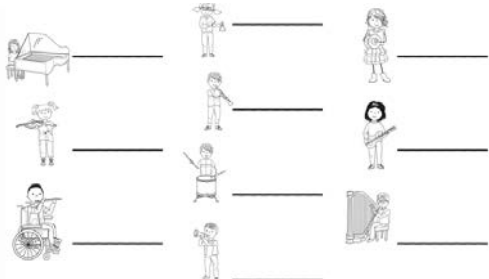


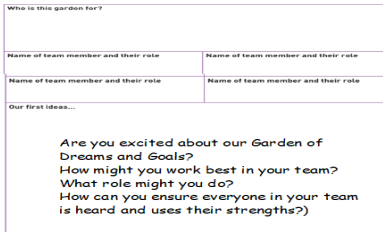


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<p>Activities</p>	<p>In this small step, children compare and order lengths using comparison language and inequality symbols. Building on the previous two steps, they need to convert all the measurements to the same unit of length before comparing. Children can use practical equipment to justify decisions, measuring and comparing lengths of objects inside and outside the classroom to practise their measuring skills.</p> <p>Children may need reminding of the meaning of the inequality symbols, < and >.</p> <p>Jack, Tommy, Rosie and Whitney have a jumping competition.</p>  <p>Here are the results.</p> <table border="1" data-bbox="280 933 600 989"> <thead> <tr> <th>Jack</th> <th>Tommy</th> <th>Rosie</th> <th>Whitney</th> </tr> </thead> <tbody> <tr> <td>870 mm</td> <td>105 cm</td> <td>1 m and 30 mm</td> <td>1 m and 10 cm</td> </tr> </tbody> </table> <p>The person who jumped the furthest wins the competition. Put the children in order from 1st to 4th place.</p> <p>1st 2nd 3rd 4th</p> <p>Eva, Max, Alex and Dexter have each built a tower. Use the table to complete the sentences.</p> <table border="1" data-bbox="309 1165 600 1308"> <thead> <tr> <th>Child</th> <th>Height of tower</th> </tr> </thead> <tbody> <tr> <td>Eva</td> <td>1 m 5 cm</td> </tr> <tr> <td>Max</td> <td>135 cm</td> </tr> <tr> <td>Alex</td> <td>1 m 45 cm</td> </tr> <tr> <td>Dexter</td> <td>1 m 25 cm</td> </tr> </tbody> </table> <p>_____’s tower is the tallest. _____’s tower is the shortest. Max’s tower is _____ than Dexter’s. Eva’s tower is _____ than Alex’s.</p>	Jack	Tommy	Rosie	Whitney	870 mm	105 cm	1 m and 30 mm	1 m and 10 cm	Child	Height of tower	Eva	1 m 5 cm	Max	135 cm	Alex	1 m 45 cm	Dexter	1 m 25 cm	<p>In this small step, children add lengths. They begin by adding lengths that are measured in the same unit of measurement, before adding lengths that have different units.</p> <p>When measurements have different units, children should find equivalent lengths with the same unit to allow them to add the two lengths. It is important to explore with children that this can be done in two ways, for example 38 mm + 2 cm 1 mm could be added as 38 mm and 21 mm or as 3 cm 8 mm and 2 cm 1 mm.</p> <p>Teddy and Kim are working out 350 cm + 1 m 20 cm.</p> <table border="1" data-bbox="660 726 974 829"> <thead> <tr> <th>Teddy’s method</th> <th>Kim’s method</th> </tr> </thead> <tbody> <tr> <td>350 cm + 1 m 20 cm 350 cm + 120 cm = 470 cm</td> <td>350 cm + 1 m 20 cm 3 m 50 cm + 1 m 20 cm 3 m + 1 m = 4 m 50 cm + 20 cm = 70 cm 4 m and 70 cm</td> </tr> </tbody> </table> <p>Talk about their methods with a partner. Use both methods to work out the additions.</p> <table border="1" data-bbox="660 885 974 925"> <tbody> <tr> <td>3 m 65 cm + 240 cm</td> <td>135 cm + 5 m and 20 cm</td> </tr> </tbody> </table> <p>Encourage children to discuss the different strategies available when adding lengths, before choosing the most efficient method.</p>	Teddy’s method	Kim’s method	350 cm + 1 m 20 cm 350 cm + 120 cm = 470 cm	350 cm + 1 m 20 cm 3 m 50 cm + 1 m 20 cm 3 m + 1 m = 4 m 50 cm + 20 cm = 70 cm 4 m and 70 cm	3 m 65 cm + 240 cm	135 cm + 5 m and 20 cm	<p>The children will recall how to multiply 2 digit numbers by 1 digit numbers using partitioning to multiply each number.</p> <p>The children can use a place value chart with Dienes to visualise the number being partitioned and to understand what numbers need to be multiplied to calculate the total.</p>  <p>Children will apply this knowledge to practise answering word problem questions.</p> 	<p>Children will recall how to multiply using the column method which is an effective strategy.</p> <p>Children will apply their understanding of partitioning to represent and solve calculations using the expanded method. This involves partitioning the 2-digit number into tens and ones, multiplying separately, then adding the partial products together.</p>  <p>Children use the same representations as in the previous steps to provide familiarity and focus their attention on the new aspect of making an exchange.</p>	<p>The children will be recalling prior learning of addition and subtraction to apply it to their solving of problems and missing number questions.</p> <p>The children will practise this skill to support their learning and understanding when it comes to completing the reasoning PiXL paper in mathematics.</p>  
Jack	Tommy	Rosie	Whitney																										
870 mm	105 cm	1 m and 30 mm	1 m and 10 cm																										
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Weekly Overview of Learning

Year Group: 3 Week beginning: 29.01.24


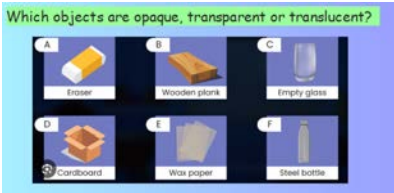

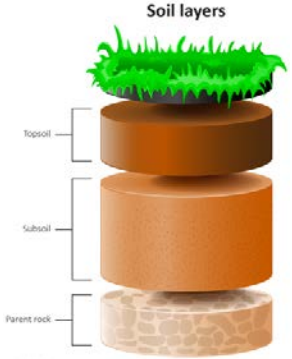


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Spanish - Language Angels	ART - Kapow	RE
<p><u>Los instruments</u> <u>L.I: We are learning to write the names of instruments in Spanish.</u></p> <p>The children will learn the names of 10 more instruments in Spanish. The children will listen and repeat the words, then practise being able to label and identify the names in Spanish.</p> 	<p><u>Unit - Proportional Drawings</u> <u>L.I. - We are learning how to draw the correct proportions on a human body whilst running, inspired by the work of L.S Lowry.</u></p> <p>This week's art continues the learning of how to draw proportionally. The children will continue to explore the work of L.S Lowry and how he is able to proportionally draw humans. The children will use their prior learning of a still figure and use it to draw the figure running.</p> 	<p><u>Christianity</u> <u>L.I: We are learning about Christians place of worship and describing the key features.</u></p> <p>This week the children will learn the features of a Church and know the importance of the features. The children will then create a fact file about all the features about Churches. They will write why Churches are important to Christians.</p> 
PSHCE - Jigsaw	Music - Sing Up	Computing - Teach Computing
<p><u>Unit: Dreams and Ambition</u> <u>L.I: 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><u>Unit 4 - 'March' from the Nutcracker</u> <u>L.I: We are learning to interpret music through movement and art.</u></p> <p>The children will draw an imaginary picture in the air with their finger, as if drawing with a sparkler. The children will move to the music again, exploring which sort of shapes and lines fit best, and see how the music feels as they move. They will create two separate pictures - one for the trumpet melody and the other for the skipping music.</p> 	<p><u>Unit 3 - Programming</u> <u>L.I: We are learning to order commands to create a sequence on Scratch.</u></p> <p>Children will explore sequences and how they are implemented into a simple programme. In this activity, learners will create their own sequences. The learners will use the sprites on slide 8 (that look like musical instruments). These sprites have musical notes as sounds attached to them. The children will create their own sounds for their sprite.</p> 

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Science - Cornerstone	Topic - Cornerstones	PE - Get Set 4 PE
<p>Unit - Light and Shadows</p> <p><u>Lesson 1 - LI: We are learning to explore and understand how shadows are formed. Skill LI: We are learning to explain, using words or diagrams, how shadows are formed when a light source is blocked by an opaque object.</u></p> <p>Children will learn how shadows can be formed when an object blocks the light source, and that shadows can move when the light source moves. Children will complete questions to explain why shadows are formed and label a diagram about shadows.</p>  <p><u>Lesson 2 - LI: We are learning to explore if opaque, transparent and translucent objects create shadows. Skill LI: We are learning to explain, using words or diagrams, how shadows are formed when a light source is blocked by an opaque object.</u></p> <p>Children will investigate if opaque, transparent or translucent objects create a shadow. The children will define the terms then use a torch to see if different objects can create a shadow.</p>  <p>Can you list some objects from around school or in the classroom that are opaque, transparent or translucent?</p>	<p>Geography - Rocks, Relics and Rumbles</p> <p><u>Lesson 1: We are learning about why Mary Anning is a significant figure in History.</u></p> <p>Children will be learning about Mary Anning who was a 19th century Palaeontologist whose discovery of the first complete Ichthyosaur fossil challenged the way scientists believed the natural world had developed.</p>  <p><u>Lesson 2: We are investigating soils to make comparisons and identify features.</u></p> <p>Children will be learning about the constituents and importance of soil and the three basic types. They are going to investigate what type of soil is in the school grounds, as well as identifying features, rocks and texture.</p> 	<p>Unit 3 - Dance</p> <p><u>LI: We are learning to remember, repeat and create actions to represent an idea.</u></p> <p>The children will imagine that they are at the beach. They will have to create actions that remind them of being at the beach such as swimming or surfing using the dance actions below.. Children will work with partners to create their dance. They will perform their routine to the class,</p> <p>Dance Actions</p>  <p>Unit 4 - Yoga</p> <p><u>LI: We are learning to create a flow using poses that challenge my flexibility.</u></p> <p>Children will recap what flexibility is and what a good flow is when creating poses. In groups of four, place one mat on one side of the area and another mat on the other side. One pupil begins as the leader and completes a pose of their choice. The next pupil completes the same pose in front of the leader advancing towards the other mat. The next pupil moves in front of them and completes the same pose and so on until they have crossed the space as a group.</p> 

Weekly Overview of Learning

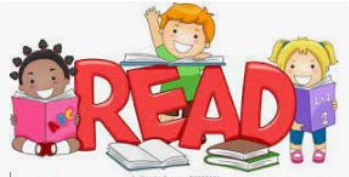
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Homework

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.

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.



Reminders:

Neasden Mandir Temple Trip - 18th/19th March