

Weekly Overview of Learning

Year Group: 3 Week beginning: 30.01.23

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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: We are learning to write a character description using powerful vocabulary.	LI: To write a quest story based on The Firework Maker's Daughter.	LI: We are learning to apply our editing skills using a checklist.	LI: We are learning to identify features of a story and its contents.	LI: We are sequencing our own story and rehearsing it using fronted adverbials.
Speaking and Listening Focus	We will assess how children are listening and to their peers' ideas through think, pair and share.	Children will use relevant strategies to build their vocabulary. Ask relevant questions to extend their understanding and knowledge. Engage in discussion through a variety of well-chosen contributions based on critical listening.	In pairs the children listen and share ideas on how they can uplevel their work as a class	Recognise the required structure for a story. Ask relevant questions to extend their understanding and knowledge. Engage in discussion through a variety of well-chosen contributions based on critical listening.	Listen and respond appropriately to their adults and peers. Listen attentively and take turns in speaking. Speak clearly and audibly. Participate in discussions, presentations, performances, Role play and improvisation.

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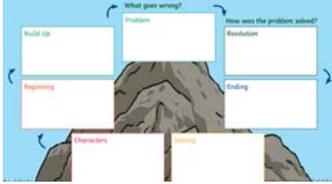
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<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p><u>Key Vocabulary:</u> Lila Lalchand Chulak Personality Childhood Quest Appearance Actions Inference</p> <p><u>Key Questions:</u> What do we already know about Lila? Can you think of 5 adjectives to describe Lila's personality and appearance? Can you think of another story character similar to a character in this book? How are they similar and how are they different?</p>	<p><u>Key Vocabulary:</u> quest story beginning middle end past tense paragraphs build up dilemma resolution</p> <p><u>Key Questions:</u> What is a 'quest story'? Can you name any? What are the key features of a story? What do we need to include in every piece of writing? Where will your story be set? Who are your characters? What are they like? What do they look like? What problems will your characters encounter? How is this resolved?</p>	<p><u>Key Vocabulary:</u> analyse expand enhance elaborate proofreading editing apply reflect</p> <p><u>Key Questions:</u> How can you uplevel your writing? Can you identify which writing/language features you have included in your work? Which writing features do you feel you applied with accuracy? Have you used simple writing rules like; capital letters, full stops and neat handwriting? After reading your work what can be improved? Can you include more noun phrases? Fronted adverbials to begin your sentences? A variety of punctuation to create effect?</p>	<p><u>Key Vocabulary:</u> quest story characters setting beginning build up problem resolution ending story mountain</p> <p><u>Key Questions:</u> What makes a good story? Who were the characters in 'The Firework Maker's Daughter'? What was the problem? How was it resolved? What will happen in your story? What are your characters like? How would you describe them? Are they brave/ calm/ determined? Are they anything like Lila? What should characters be like in a quest story?</p>	<p><u>Key Vocabulary:</u> Unexpectedly, Definitely confused, Unfortunately, Completely exhausted, Suddenly, Barely alive, Mysteriously, Out of breath, After a while, Constantly,</p> <p><u>Key Questions:</u> What fronted adverbial can you use to sequence your story? How are your characters feeling throughout the story? What happens at the end? Can you retell your story orally to your partner?</p>
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<p>Activities</p>	<p>Children will write a character description about Lila, using 'role on the wall' from the previous day and what we know about her already. They will need to think about the physical features - what does she look like? and her personality - what type of person she is?</p>	<p>Children complete a cold task writing their own quest story. They will be given an opening paragraph and will need to continue their story:</p> <p><i>Jack had long days ahead of him before he would reach his destination. Everything was riding on the success of his journey—his family, his home, his land—his whole life. If he didn't make it, if he didn't find the jewel, he would lose everything. He couldn't be afraid, or hesitant, or uncertain about the road he was about to embark upon. He had his old but trusty horse, his weathered shield, his father's sword, and his courage. Failure was not a consideration or an option...</i></p>	<p>In this lesson the children will respond to teacher marking and uplevel a targeted section of their draft (for example; setting, character description, ending). Once they have completed that, they will take part in editing stations where they uplevel their work, focussing on a different writing feature each time.</p> <p>(Sapphire class to rewrite a highlighted section from feedback provided in green pen).</p> <table border="1" data-bbox="1059 579 1496 813"> <thead> <tr> <th>Writing feature</th> <th>Tick</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Using capital letters and full stops correctly Use commas after fronted adverbials Organising paragraphs around a theme and using paragraphs Handwriting should be legible Range of sentence lengths (long and short) Varying sentence starters Variety of adjectives to describe setting and characters </td> <td></td> </tr> </tbody> </table>	Writing feature	Tick	<ul style="list-style-type: none"> Using capital letters and full stops correctly Use commas after fronted adverbials Organising paragraphs around a theme and using paragraphs Handwriting should be legible Range of sentence lengths (long and short) Varying sentence starters Variety of adjectives to describe setting and characters 		<p>Childrens class teacher will model a story mountain for The Firework Maker's Daughter. Children will be given specific characters and setting for their own quest story and complete a story mountain for their own quest.</p> 	<p>Children will story map their own stories using fronted adverbials and character feelings. They will rehearse their story orally with a partner. Partner to provide feedback on clarity and sequence.</p> 
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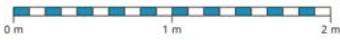
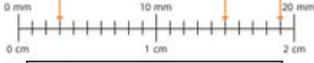
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p>30.01.23</p> <p>LI: we are learning to find equivalent lengths in centimetres and metres.</p>	<p>31.01.23</p> <p>LI: we are learning to find equivalent lengths in centimetres and millimetres.</p>	<p>01.02.23</p> <p>LI: we are learning to compare lengths of different units (mm, cm and m)</p>	<p>02.02.23</p> <p>LI: we are learning to add lengths (mm, cm and m)</p>	<p>02.02.23</p> <p>LI: we are learning to subtract lengths (mm, cm and m)</p>
Key vocabulary and key questions	<p>Key Vocabulary: Measure Centimetres (CM) Metres (M) Length Ruler 0 Start End Appropriate method Equivalent Conversion Partitioning</p> <p>Key Questions: How many centimetres are there in 1 m? How can you work out how many centimetres there are in 6 m? What is centimetres in metres? How many centimetres are there in m and cm? How can you partition 430 cm to help you to write the measurement in metres and centimetres? How many centimetres are there in 1/2 m? So how many centimetres are there in 4 1/2 metres?</p>	<p>Key Vocabulary: Measure Centimetres (CM) Millimetres (MM) Length Ruler 0 Start End Appropriate method Equivalent Conversion Partitioning</p> <p>Key Questions: How many millimetres are there in 1 cm? How can you work out how many millimetres there are in 4 cm? How many millimetres are there in cm and mm? How do you know mm and cm are equivalent? How can you partition 47 mm to help you convert into centimetres and millimetres? How many millimetres are there in 1/2 cm?</p>	<p>Key Vocabulary: Measure Centimetres (CM) Millimetres (MM) Length Ruler 0 Start End Appropriate method Greater / Smaller Equivalent Conversion Partitioning</p> <p>Key Questions: 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>Key Vocabulary: Measure Centimetres (CM) Millimetres (MM) Length Ruler 0 Start End Appropriate method Greater / Smaller Equivalent Conversion Partitioning Add Addition</p> <p>Key Questions: 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>Key Vocabulary: Measure Centimetres (CM) Millimetres (MM) Length Ruler 0 Start End Appropriate method Greater / Smaller Equivalent Conversion Partitioning Minus Subtraction</p> <p>Key Questions: How many centimetres are there in m and cm? Why is it important that the lengths have the same unit of measurement before you subtract them? Which unit of measurement will you use to find equivalent lengths before you subtract them? Why? What is the difference in length between the two objects? How can you check that you have the correct answer?</p>

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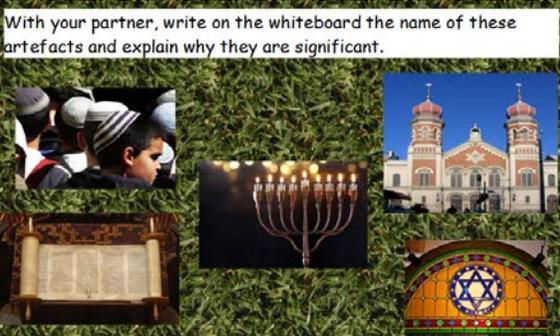
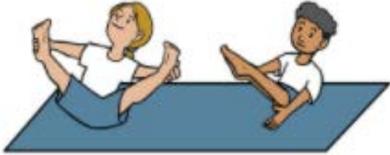
Activities													
<p>Activities</p>	<p>Today the children will use the fact that 1 cm is equivalent to 10 mm. They will use this to convert millimetres into centimetres and centimetres into millimetres. Children will be encouraged to partition measurements into centimetres and millimetres when converting lengths that are not multiples of 10, for example $34\text{ mm} = 30\text{ mm} + 4\text{ mm} = 3\text{ cm}$ and 4 mm.</p> <p>1. Complete on the sheet. Draw arrows for where each measurement belongs.</p> <p>20 cm 0 m 75 cm 130 cm 1 m 65 cm</p>  <p>2. Complete these sentences on the sheet.</p> <p>a) $319\text{ cm} = \square\text{ m}$ and $\square\text{ cm}$ b) $508\text{ cm} = \square\text{ m}$ and $\square\text{ cm}$ c) 2 m and $15\text{ cm} = \square\text{ cm}$ d) 8 m and $3\text{ cm} = \square\text{ cm}$</p>	<p>Today, children will use the fact that 1 m is equivalent to 100 cm. They use this to convert multiples of 100 cm into metres and metres into multiples of 100 cm. Again we will encourage the children to partition the measurement into metres and centimetres when converting lengths that are not multiples of 100, for example $134\text{ cm} = 1\text{ m}$ and 34 cm. Models such as part-whole models, bar models and double number lines will be represented to support their learning.</p> <p>1. Complete the sentences in your book.</p>  <p>What measurement is each letter pointing to? Write each number in CM and MM.</p> <p>2. Complete the sentences on the sheet and use your book for working out.</p> <p>Filip and Kim are building towers using cubes. Each cube is 3 cm tall.</p> <p>a) Filip uses 6 cubes. How tall is Filip's tower? Give your answer in millimetres.</p>  <p>b) Kim's tower is 300 mm tall. How many cubes does she use?</p>	<p>The children will compare and order lengths using comparison language and inequality symbols. During this learning, they may need to convert all the measurements to the same unit of length before comparing. Children will use practical equipment to justify decisions, measuring and comparing lengths of objects inside and outside the classroom to practise their measuring skills. A recap of how many millimetres are in a centimetre and how many centimetres are in a metre will be reminded to the children to ensure successful learning.</p> <p>1. Order these lengths in your book in ascending order.</p> <p>160 cm 950 mm 1 m 50 mm 200 cm 1 m 25 cm</p> <p>2. Complete in your book. The children were taking part in a jumping competition. The results are below. Please put them in order.</p> <p>Here are the results.</p> <table border="1" data-bbox="1019 997 1355 1045"> <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>	Jack	Tommy	Rosie	Whitney	870 mm	105 cm	1 m and 30 mm	1 m and 10 cm	<p>Today the children will begin adding lengths. They begin by adding lengths that are measured in the same unit of measurement, before adding lengths that have different units. When we progress onto measurements which have different units, children will need to use prior learning to find equivalent lengths with the same unit to allow them to add the two lengths.</p> <p>It is important for the children to explore that this can be done in two ways, for example $38\text{ mm} + 2\text{ cm}$ could be added as 38 mm and 21 mm or as $3\text{ cm } 8\text{ mm}$ and $2\text{ cm } 1\text{ mm}$.</p> <p>2. Complete this question in your books showing your working out.</p> <p>Brett is 115 cm tall. His brother is 20 cm taller. How tall is Brett's brother? Write your answer in metres and centimetres.</p>	<p>Following along from addition, the children will begin by subtracting lengths that are measured in the same unit of measurement. They then look at subtracting millimetres from a whole number of centimetres as well as centimetres from a whole number of metres using simple conversions, for example $1\text{ m} - 35\text{ cm}$ and $4\text{ cm} - 3\text{ mm}$. They will then explore more complex examples where the lengths have different units of measurement and therefore equivalent lengths need to be found, for example $4\text{ m } 36\text{ cm} - 112\text{ cm}$.</p>
Jack	Tommy	Rosie	Whitney										
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

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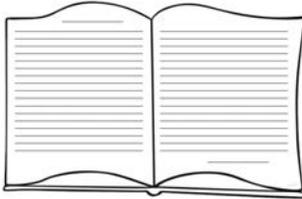
Music - Sing Up	RE - Widening Horizons	PE - Get Set 4 PE																		
<p>In the unit Latin dance, pupils will explore salsa rhythms by learning to dance salsa, play a clave rhythm and sing the song.</p> <p>LI: We are learning all about Cuban style music.</p> <p>This weeks learning will cover:</p> <ul style="list-style-type: none"> Recap the salsa steps they have learnt so far (Steps 1, 2, and 3) then move on to the final step (Step 4), where they will dance with a partner. Learn about the music and dances of Cuba. Practise playing the chords A minor and F, and accompany singing. Try and play through the whole song, incorporating singing and chordal accompaniment. 	<p>Judaism</p> <p>LI: We are learning to name and explain the importance of Jewish artefacts.</p> <p>This week in RE we will be learning about the different artefacts and why they are significant to Jews. We will then draw and write why each artefact is important in Judaism.</p> <p>With your partner, write on the whiteboard the name of these artefacts and explain why they are significant.</p> 	<p>Unit: Gymnastics</p> <p>LI: To create a sequence with matching and contrasting actions and shapes.</p> <p>Pupils will be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> 																		
DT/Art - Kapow	Spanish - Language Angels	Roman workshop																		
<p>Prehistoric Painting</p> <p>Carrying on from last week, this week children will add shading to their line drawings and learn new techniques using charcoal pencils.</p> <p>LI: we are learning how to add shading to our line drawings - using charcoal pencils.</p>	<p>Unit: To say what instrument you play in Spanish.</p> <p>Recognise, recall and spell up to ten instruments in Spanish with the correct definite article/determiner.</p> <p>Start to understand articles/determiners better in Spanish.</p> <p>Learn to say and write 'I play an instrument' in Spanish using the high frequency 1st person regular verb 'toco' (I play) with up to ten different instruments.</p> <p>Activities we will complete:</p> <p>LI: we are learning to put the correct feminine/masculine article for each of the instruments in Spanish.</p> <p>Nombre: _____</p> <p><small>INSTRUCTIONS: Fill in the gaps to sort each instrument into the correct category. Use the word bank to help you.</small></p> <table border="0"> <tr> <td style="text-align: center;">el</td> <td style="text-align: center;">la</td> <td style="text-align: center;">los</td> </tr> <tr> <td>el _____</td> <td>la _____</td> <td>los _____</td> </tr> <tr> <td>el _____</td> <td>la _____</td> <td></td> </tr> <tr> <td>el _____</td> <td>la _____</td> <td></td> </tr> <tr> <td>el _____</td> <td>la _____</td> <td></td> </tr> <tr> <td>el _____</td> <td></td> <td></td> </tr> </table>	el	la	los	el _____	la _____	los _____	el _____	la _____		el _____	la _____		el _____	la _____		el _____			<p>The year 3 team are very excited to have organised a 'Romans Gladiator' workshop in school on 31st January 2023. The workshop is linked to our topic, 'Romans' Set in 72 AD, our Roman soldier in full armour, Lucius Felix Silvanus, talks to the children about life as a gladiator, displaying his weaponry and demonstrating the equipment used.</p> <p>The children are led through a soldiers' drill and a mock barbarian battle. Lucius also spends time describing the food he ate, the way he bathed and takes time to play some Roman games. The Roman workshop is the perfect way to engage children in life during the Roman Empire.</p>
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<p><i>Pupil video: Charcoal animals</i></p> 		
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Science - Wellington Curriculum	Topic (History) - Wellington Curriculum	Computing - Barefoot and Teach Computing
<p style="text-align: center;"><u>Light</u></p> <p>In this unit we will explore light, reflections and shadows. They will learn about different sources of light, and that we need light to see. The children will work scientifically and collaboratively to investigate reflective materials, in the context of designing a new book bag. They will develop their scientific enquiry skills, making observations, predictions and conclusions</p> <p>LI: L.I. we are learning that light is reflected from surfaces (mirrors)</p> <p>This week in science we will be learning about mirrors and their importance. Mirrors are really good at reflecting light because they have a smooth surface, glass sheet with a shiny metallic backing. Mirrors are opaque. Mirrors reflect light (verb) and the mirror image is called a reflection (noun).</p>	<p style="text-align: center;"><u>Romans</u></p> <p>In this unit about the Romans, children will learn about the spread of the Roman Empire. They will learn how Britain changed after the invasion and conquest by the Roman army in AD 43 and about the impact on daily life. Children will learn about the Roman legacy and will explore key historical terms such as 'empire', 'invasion' and 'conquest'.</p> <p>LI: We are writing a diary in the role of a Roman child</p> <p>This week in our topic work, we will be writing a diary entry as a Roman child. We will give children an example diary entry of what life was like during the Roman era.</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.</p> <p>LI: To create stop frame animations, paying attention to consistency.</p> <p>To identify the need to work consistently and carefully</p> <ul style="list-style-type: none"> • I can use onion skinning to help me make small changes between frames • I can review a sequence of frames to check my work • I can evaluate the quality of my animation

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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

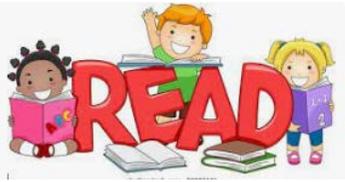
Maths

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 everyday. Your child will be reading with their teacher each week.



Trips - 31st January 2023

Check Parentmail to pay a £5 contribution and give consent to attend the 'Roman Gladiator' Workshop.

Lapis and Topaz 9am - 12pm

Turquoise and Sapphire - 1.15pm - 3.15pm

