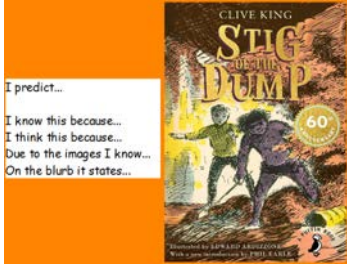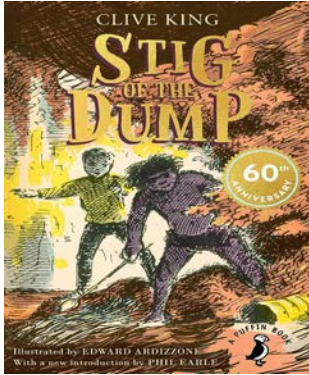# Weekly Overview of Learning

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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: We are learning to use our inference skills to predict what will happen in our new class text.	LI: We are getting to know our new class text by reading chapter 1 and retrieving key information.	LI: We will be applying our comprehension skills to answer questions based on our new class text.	LI: We will be generating ideas from chapter one of our new text to plan a setting description.	LI: We are writing a setting description based on Stig in the Dump our new class text.
Speaking and Listening Focus	Team/Collaborative Learning. Children will use key reading skills to retrieve key information to answer a prediction.	Independent learning. Children will begin reading our new class text and focus on absorbing and comprehending key ideas.	Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listen attentively	Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listen attentively	Independent learning. Children can show flair and originality through choice of language and adjectives.
Key vocabulary and Key Blooms higher order thinking questions	**Key Vocabulary:** Inference Prediction Front cover Blurb Stig of the Dump Reading domains Collaborative Paired work **Key Questions** How can you use the front cover to make inferences? How can you use the blurb to make inferences? Using the front cover and blurb, what predictions can you make about the book? What evidence supports your predictions?	**Key Vocabulary:** Reading Listening Oracy Key information Retrieval Characters Setting Chapter 1 **Key Questions** Have your predictions come true yet or not? Do you still have the same predictions after reading chapter 1? What happens in Chapter 1? Who is the main character? Have you been introduced to any other characters? How has the setting been described?	**Key Vocabulary:** Inference Summarise Explain Key information Reference Comprehend Understanding Stig Creeper **Key Questions** Name all the characters in chapter 1. Why is chapter 1 called "The Ground Gives Way?" Give two examples of how Barney described the pit? Who is Stig? Which two senses are used in this sentence?	**Key Vocabulary:** Pit Chalky Walls Dump Flints Crumbly Brown Twined Looped Shelter Dark Rubbish **Key Questions** How was the pit described? Identify the adjectives. What objects could be found in the pit? Was there a smell? Which senses can you use to help describe the setting?	**Key Vocabulary:** Barney Stig Dump Pit Chalky walls Flints Creeper Dim Absence of light. Rubbish Gloomy **Key Questions** Have you used capital letters? Punctuated your sentences? Could you add more detail? What adjectives have been used? Are you using adverbs to emphasise the verb? Which senses have you used to help describe the setting?

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Activities					
	In this lesson the children will be using their reading skills of inference and retrieval to make predictions about our new class text. The children will be working alongside their partners and class to retrieve evidence from the text to support their predictions. Children will be provided with sentence stems to support their writing.	The children will be reading chapter 1 from the new class text. Class teacher will begin reading, setting precedent and pace for how the children can mirror as we take turns as a class to complete chapter 1. The children will be prompted with questions and guidance during reading the class text and asked to comprehend what they have just read focusing on the key questions.	Children will be answering a series of questions which are based on chapter 1 to show their understanding of the text and themes which run through the story. They will draw on their inference and retrieval skills when looking for references in the text in order to answer the questions.	Using the text and their prior knowledge children are to write a setting description based on chapter 1 of Stig of the Dump. Children are required to use their senses in order to add detail and description for their setting, as well as advanced adjectives, fronted adverbials and imaginative sentence openers.	In this lesson children will be completing their final setting description, using their draft from the previous lesson. They are also encouraged to use editing skills to uplevel words, correct spellings, punctuate, add advanced vocabulary along with imaginative and detailed sentence openers to show progression and independent work. " As I peered over the gnarly arms of century old trees and glared into the eyes of the endless pit. A blanket of fear and excitement rushed over me".

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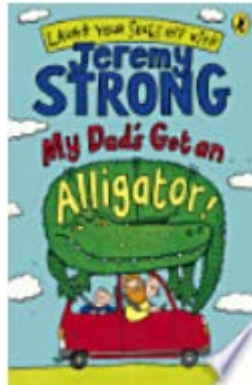| Class Text – Reading Aloud 20 mins each day	Topaz	Sapphire	Turquoise	Lapis
	TEXT – The BFG Author – Roald Dhal	Text - My Dad's got an Alligator Author – Jeremy Strong	Text – Skeleton Keys Author - Guy Bass	Text – Demon dentist Author - David Walliams
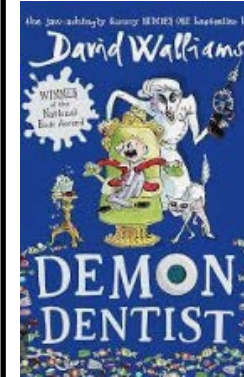
Weekly Overview of Learning
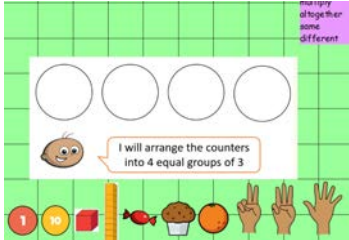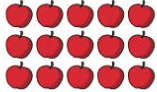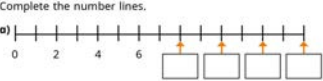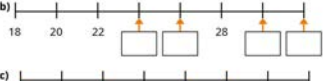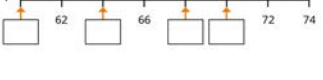
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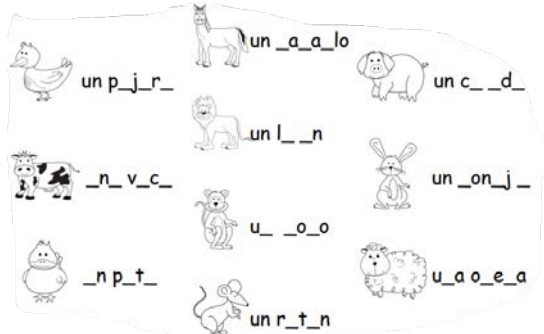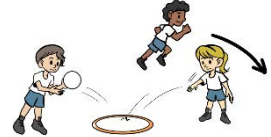
Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: We are learning to multiply using equal groups	**LI: We are recalling our knowledge of arrays to help us multiply.**	**LI: We are recapping our knowledge of the 2 timetables.**	**LI: We are recapping our prior knowledge on the multiples 5's and 10's**	**LI: We are learning about sharing and grouping using pictorial and concrete manipulatives**
Key vocabulary and key questions	**Key Vocabulary:** Multiplication Repeated addition Equal Unequal Groups Timetables Facts Same Different **Key Questions:** How can you tell if groups are equal? What does the 2 represent? What does the 8 represent? How can you show the groups? What is the same and what is different about the groups? How else can you show the equal groups? How many ways can you show this? Do these two groups look the same? Why or why not?	**Key Vocabulary:** Array Columns Rows Lots of Groups of Multiply Repeated addition **Key Questions:** How many lots of 2 do you have? How many lots of 5 do you have? What does this array show? What number sentences can you write to describe this array? How does this array show repeated addition and multiplication? What happens if you change the order of the numbers in a multiplication?	**Key Vocabulary:** Multiply Multiple of Timetables Even Equal Unequal **Key Questions:** What is the next multiple of 2? What is the multiple of 2 before ? How do you know that all multiples of 2 are even? What do you notice when you add two even numbers together? Is this always true? What do you notice when you add two odd numbers together? Is this always true?	**Key Vocabulary:** Multiplication Repeated addition Equal Unequal Groups Timetables Facts Same Different **Key Questions:** What is the next multiple of 5/10? What was the multiple of 5/10 before? What do you notice about the multiples of 5 and 10? When is a multiple of 5 also a multiple of 10? Is it a multiple of 5/10? How can you tell? Are all multiples of 10 even? How do you know?	**Key Vocabulary:** Multiplication Repeated addition Equal Unequal Groups Timetables Facts Same Different **Key Questions:** How can you share into equal groups? How can you put the number of into equal groups of ? What is the difference between sharing and grouping? Is the question asking you to share or group? How do you know? What does your answer mean?

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Activities					
	Children will be recalling their knowledge from Year 2 when they began making equal groups. Children will recap the meaning of equal and unequal groups. Children will identify equal groups by looking at a range of manipulatives. There are ☐ bags. Each bag has ☐ apples. There are ☐ equal groups of ☐ Then, children will share a whole number into equal groups by drawing or placing manipulatives into each group. I will arrange the counters into 4 equal groups of 3	In this small step, children build and use arrays to enhance their knowledge of the link between repeated addition and multiplication, for example, they recognise that 3 lots of 5 is equal to 5 lots of 3. Children will recall their knowledge of arrays (using rows and columns) to show different multiples. They will use the sentence stems to support them in understanding how many rows and columns there are. • Complete the sentences. ▶ There are _____ rows of _____ apples. There are _____ lots of _____ apples. _____ × _____ = _____ ▶ There are _____ columns of _____ apples. There are _____ lots of _____ apples. _____ × _____ = _____ Children will then draw their own arrays to represent a multiplication number sentence. What arrays can you make with these counters? 12 counters 3 rows of 4 counters.	In Year 2, children explored the link between counting in 2s and the 2 times-table. They learn to recognise that a whole number is even if it has an even number of ones, regardless of whether the tens and hundreds digits are odd. Children are going to recall the 2 timetables and identify if the numbers are odd or even. Children will use a range of mathematical methods to understand and identify the 2 timetables, such as in a 100 square, number tracks or a number line. Complete the number lines. a) 0 2 4 6 b) 18 20 22 28 c) 62 66 72 74	In this small step, they revisit and consolidate this learning by focusing on multiples of 5 and 10 and the connections between them. Children should recognise that a whole number is a multiple of 5 if the one's digit is either 5 or 0. Similarly, they should recognise that a whole number is a multiple of 10 if the ones digit is 0. Children could use arrays or hundred squares to help them if needed, but they should be moving towards fluency with the facts in these times-tables. a) 100 ... 65 60 b) 100 ... 70 60 c) 320 325 ... d) 320 330 ...	In this small step, they revisit and consolidate this learning by focusing on multiples of 5 and 10 and the connections between them. Children should recognise that a whole number is a multiple of 5 if the one's digit is either 5 or 0. Similarly, they should recognise that a whole number is a multiple of 10 if the ones digit is 0. Children could use arrays or hundred squares to help them if needed, but they should be moving towards fluency with the facts in these times-tables. (100 square 1–100)

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Spanish - Language Angels

Unit 2 – Lesson 3 - Los Animales
LI: We are learning to consolidate all ten nouns for animals in Spanish and will start to attempt to spell these words.

Using their previous learning the children will be tasked with remembering all previously learnt 10 animals. They will need to spell and recognise the names of the animals they have learnt in previous weeks.

ART - Kapow

Unit 2 – Lesson 1
LI: We are learning about key features of man made prehistoric art.

Children will be exploring prehistoric art to understand why certain images were commonly used, as well as learning about scale and attention to detail.

Why were animals always painted? What was used as paint? Did they have mainly colours? All these important questions will be answered throughout this new term in Art.

PE - Get Set 4 PE

Unit 3 – OAA Lesson 1
LI: We are learning to develop our co-ordination and teamwork skills.
The children will use their communication skills with a team to complete challenges.
Everyone puts one hand in the middle and takes hold of any other hand. They place their other hand in the middle and take hold of a different hand. Two pupils release their hands and become the end of the chain. Without breaking the chain, groups try to untie the knot of hands to stand in a straight line.

Unit 4 – Dodgeball Lesson 1
LI: We are learning to develop our throwing and apply this to a target game.
Children are going to practise throwing the ball into a hoop on the ground and in the air at varied heights. In threes with two balls. Teams stand either side of the dead zone. The team of one has 1 minute to see how many hits they can make. The team of two must retrieve the thrown balls and roll them back.

PSHCE - Jigsaw

Unit 2 Celebrating Differences – Lesson 1
LI: We are learning that everyone's family is different and important to them.

Children will be celebrating differences by looking at different families. They will understand that everyone has a different family, and discuss why their family is special to them.

Children will complete a reflection frame on their own family by drawing them and writing who and why they are important.

Music - Sing Up

Unit 2 – Chilled Out Clap Rap - Lesson 1
LI: We are learning a new rap and observing changes in dynamic.

The children warm up by clapping and saying their name to understand a rhythm or pattern.

They will explore hand clapping, and watch the video of Clapping music, a piece created by composer Steve Reich for two performers using just their hands and the sound of clapping.

The children will sing and clap along to the Chilled Out Clap Rap.

Computing - Teach Computing

Unit 2 – Lesson 1
LI: We are learning to explain that animation is a sequence of drawings or photographs.

Children will discuss whether or not they think a picture can move and discuss the meaning of animation.
Children will create their own animation using a flipbook by drawing their own pictures on each piece of paper. They will follow the checklist to help them create a successful animation.

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Science - Cornerstones	Topic - Cornerstones	RE

Science - Cornerstones

Unit 2 – Lesson 1 and 2

LI: We are learning to share and discuss what we already know about Forces and Magnets.

LI: We are learning about some push and pull forces that require direct contact.

The children will first complete a thinking frame for teachers to assess their prior knowledge about forces and magnets.

The children will then learn that an object will not move unless a push or pull force is applied, describing forces in action and whether the force requires direct contact or whether the force can act at a distance (magnetic force). They will then complete a sorting card activity with their partners, they will then move onto their worksheet describing whether it is a pull or a push force.

Topic - Cornerstones

Unit 1 - Stone Age

Lesson 1:

LI: We are learning to place events chronologically from the Bronze and Iron Age on a timeline.

Children are going to recall the meaning of chronological, and what BC and AD mean when lacing events on a timeline. Children will discuss what they already know about the Bronze and Iron Age, regarding events, tools, farming and lifestyle.

Children are going to work in small groups to organise events from the Bronze and Iron Age into chronological order. There are small descriptions and images to match along the timeline.

Lesson 2:

LI: We are learning to understand where hillforts are located and why they are protected.

Skill LI: We are learning to describe the everyday lives of people from past historical periods.

As a starter, children are going to look at a range of hillfort images, and discuss what they can see, its purpose, and similarities and differences between them.

As a class, children will read and discuss the information text about hillforts that includes facts and evidence about why people used hillforts.

With a partner, children will answer a range of questions about hillforts using the information text to support.

RE

Unit 2 – Lesson 1

LI: We are learning about a local Hindu Mandir and its significance.

In RE this week the children will be learning all about a local Hindu Mandir and learning about its significance in the community. The children will work as pairs to collect information to answer all the key questions using hyperlinks and handouts. Using all of their key information, they will be creating a fact file all about Lakshmi Narayan Temple.

Key Questions:
How did this temple get its name?
Who goes to this place of worship?
What does it look like on the outside?
What does it look like on the inside?

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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	Maths	REMINDERS – trips/events/items to bring in

Reading/Spelling and Grammar
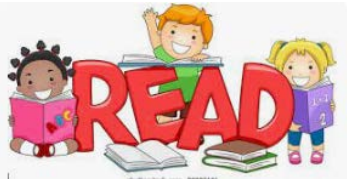
Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.

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.

Stonehenge trip -
27th November (Lapis and Turquoise) and
4th December 2023 (Sapphire and Topaz)