

# Weekly Overview of Learning

Year Group: 3 Week beginning: 05.02.24

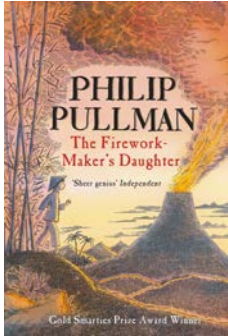




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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LT: We are making predictions based upon the features of the text.</u></p>	<p><u>LT: We are using a conscious alley to explore characters' choices.</u></p>	<p><u>LT: We are learning to retrieve key information from a text</u></p>	<p><u>LT: We are learning to investigate a main character (Lila) using 'role on the wall'.</u></p>	<p><u>LT: We are learning to write a character description using powerful vocabulary.</u></p>
<p><b>Speaking and Listening Focus</b></p>	<p>Collaborative learning.  Think, pair, share and class discussion. Children will take turns in speaking and listening.</p>	<p>Collaborative learning.  Think, pair, share and class discussion. Children will take turns in speaking and listening.</p>	<p>Independent learning  Children will complete independent learning/writing tasks.</p>	<p>Independent learning.  Children will complete independent learning/writing tasks.</p>	<p>Team/Collaborative Learning.  Children will use self-assessment skills to analyse how to edit and improve our work.</p>
<p><b>Key vocabulary and Key Blooms higher order thinking questions</b></p>	<p><b>Key Vocabulary</b> Prediction Front cover Blurb Perilous Novel Inference Retrieval Features <b>Key Questions</b>  What can you predict from the front cover of the story?  Who is the main character?  What could the story be about? Why do you think that?  Where is the setting? How do you know?  How does the title link to the image? Why do you think this?  What do you predict might happen in this story?</p>	<p><b>Key Vocabulary</b> Lila Setting Description Events Main Character Theme Personality Appearance  <b>Key Questions</b> What has happened in Chapter 1?  Who are the main characters?  Where is the book set? How do you know?  What do you think will happen next?</p>	<p><b>Key Vocabulary</b> Front cover Blurb Perilous Novel Inference Retrieval Features Theme Personality Appearance <b>Key Questions</b> What has happened in Chapter 1 and 2?  Who are the main characters?  Where is the book set? How do you know?  How did Lalchand feel when he read the letter?  What do you think will happen next?</p>	<p><b>Key Vocabulary</b> Lila Lalchand Chulak Personality Childhood Quest Appearance Actions  <b>Key Questions</b> What have we learnt about The Firework Maker's Daughter so far?  Where do we think the story is set?  What is Lila's personality like?  What type of character is she?  What makes you think this?</p>	<p><b>Key Vocabulary</b> Foolish Stubborn Wise Courageous Determined Kind Friendly Pretty Dangerous Brave <b>Key Questions</b> What is Lila's personality like?  What type of character is she?  Can you use powerful vocabulary to describe Lila's personality?  Can you use powerful vocabulary to describe Lila's appearance?</p>

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Activities					
<p><b>Activities</b></p>	<p>In today's lesson the children will be predicting what they think the new class text will be about. The children will use the front cover, illustrations and blurb to write down their predictions. The children after writing their predictions will then read chapter 1.</p> 	<p>The children in today's lesson will be unpicking chapter 1 and 2. The children will create a conscious alley to decide whether Lila should or should not become a firemaker and go on the quest.</p> 	<p>In today's lesson the children will be answering questions about chapter 1 and 2. This will help them to understand fully what they have read using retrieval and inferences skills. The children as a challenge will define any vocabulary from the text they did not understand.</p> <div data-bbox="981 496 1317 948" style="border: 1px dashed black; padding: 5px;"> <p>Tuesday 24<sup>th</sup> January 2023                      LT: We are learning to identify/ explain how a meaning is enhanced through choices of words and phrases (2a)</p> <p><i>The Firework-Maker's Daughter</i> <i>Book 1</i></p> <ol style="list-style-type: none"> <li>Copy two actions that Lila did as a child, which show she was a 'cross little thing'.</li> <li>Why did Lalchand think the workshop was no place for a girl?</li> <li>What is the only thing that Lila ever wanted?</li> <li>What does Lalchand want for his daughter when she grows up? In your opinion, is this fair? Why do you think this?</li> <li>In chapter 2, how do you know Lila is upset and angry?</li> <li>How do you think Lila's letter makes Lalchand feel?</li> </ol> <p style="text-align: center;"><b>Dictionary Challenge</b></p> <p>Meaning Makers Here are some tricky words from this chapter. Look them up in a dictionary and find out what they mean.</p> <p>Scamp    apprentice    solemn    pungent</p>  </div>	<p>In today, we will be reading chapter 3, the children will listen to any information they hear about Lila and write it down on the whiteboard. The children will then complete a role on the wall about Lila's personality and appearance using powerful vocabulary which will be provided to them.</p> 	<p>Today the children will be writing a character description about Lila using their 'roll on the wall' from yesterday. Before the children do their character description the children will look at a few examples of characters descriptions they are familiar with.</p>  <div data-bbox="1753 799 2101 935" style="border: 1px solid black; padding: 5px;"> <p>A character description checklist</p> <ul style="list-style-type: none"> <li>Describe Lila's background?</li> <li>Describe what Lila looks like?</li> <li>Describe Lila's feelings?</li> <li>Describe Lila's personality?</li> </ul> </div>

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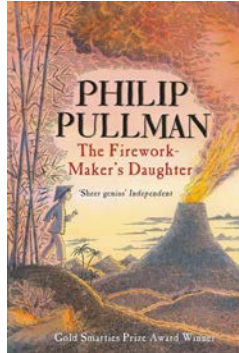
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**Class Text – Reading Aloud**  
**20 mins each day**

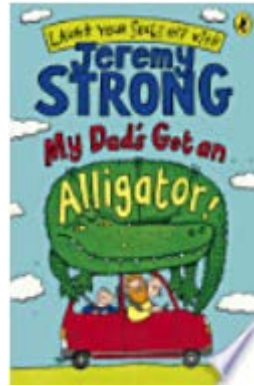
**Topaz**

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



**Sapphire**

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



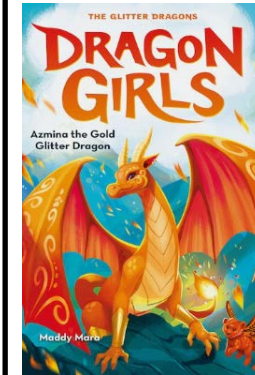
**Turquoise**

Text – The Danger Gang  
Author - Tom Fletcher



**Lapis**

Text – Dragon girls  
Author - Maddy Mara



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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LT: We are learning to subtract lengths using mm, cm and m.</u></p>	<p><u>LT: We are exploring the perimeter, what it is and how it can be calculated.</u></p>	<p><u>LT: We are learning to measure perimeter using different units of measurement.</u></p>	<p><u>LT: We are learning to calculate perimeter using problem solving questions.</u></p>	<p><u>LT: We are assessing our knowledge on length and measurement.</u></p>
<p><b>Key vocabulary and key questions</b></p>	<p><b>Key vocabulary</b>                      Subtract                      Millimetres                      Centimetres                      Metres                      Unit                      Lengths                      Equivalent lengths                      Difference</p> <p><b>Key questions</b>                      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? cm?</p>	<p><b>Key vocabulary</b>                      Perimeter                      Length                      Measure                      Millimetres                      Centimetres                      Metres</p> <p><b>Key questions</b>                      What does "perimeter" mean?                      When might someone need to find the perimeter in real life?                      Why are you unable to find the perimeter of this shape?                      How would you use your finger to trace the perimeter of this piece of paper?                      Which of the shapes has the greater perimeter? How do you know?                      How does the squared grid help you to find the perimeter?</p>	<p><b>Key vocabulary</b>                      Perimeter                      Length                      Measure                      Millimetres                      Centimetres                      Metres</p> <p><b>Key questions</b>                      What does "perimeter" mean?                      What equipment is useful for measuring the perimeter of a shape?                      Does starting in different places when measuring the perimeter give you a different answer?                      Do you need to measure all the sides? How do you know?                      How do you know that you have measured all the sides?                      Which method do you prefer, to find the perimeter of a square?                      Can you find the perimeter of a shape with a curved edge? How?</p>	<p><b>Key vocabulary</b>                      Perimeter                      Length                      Measure                      Millimetres                      Centimetres                      Metres                      Problem solving</p> <p><b>Key questions</b>                      Are any of the sides equal?                      How can you work out the perimeter of the shape?                      What other method could you use to find the perimeter of the shape?                      How can you work out the lengths of the sides that are not labelled?                      How many sides do you need to measure before you can find the perimeter?                      Do the lengths need to have the same unit of measurement? How do you find equivalent lengths?</p>	<p><b>Key vocabulary</b>                      Length                      Measurement                      Assessment                      Recalling knowledge</p> <p><b>Key questions</b>                      What do you remember about measurement and length?                      Can you recall what mm, cm and m are?                      What is the perimeter?                      Can you recall how to add and subtract length?</p>

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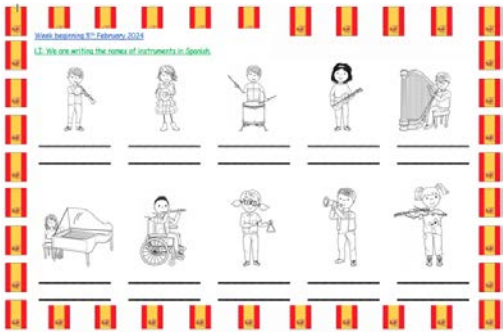
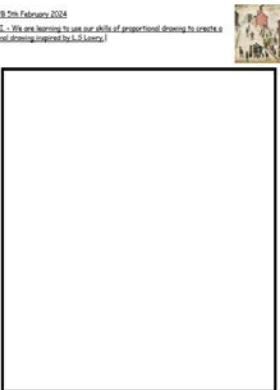



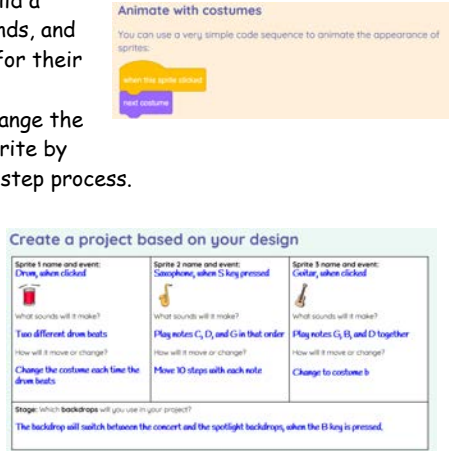
<p><b>Activities</b></p>	<p>In this small step, children begin by subtracting lengths that are measured in the same unit of measurement. They then look at subtracting millimetres from a whole number of centimetres as well as centimetres from a whole number of metres using simple conversions, for example 1 m - 35 cm and 4 cm - 3 mm.</p> <p>What is the difference in length between the bottle of water and the can of fizzy drink? Write your answer in centimetres.</p> <p>They then explore more complex examples where the lengths have different units of measurement and therefore equivalent lengths need to be found, for example 4 m 36 cm - 112 cm. This can be a useful opportunity to also revisit subtraction where there is a need for exchange, for example 2 m 43 cm - 118 cm.</p>	<p>In this small step, children are introduced to the perimeter for the first time. Children learn that perimeter is the distance around the outside of a closed 2-D shape. Children explore what perimeter is, and what it is not, by deciding whether they can find the perimeter of a group of open and closed 2-D shapes.</p> <p>Max, Jo and Alex are trying to show what perimeter is.</p> <p>Who do you agree with? _____</p> <p>Three children are working out the perimeter of a shape.</p> <p>Who is correct? _____</p>	<p>In this small step, children measure the sides of different shapes in centimetres to find the perimeter. This builds on the previous step, where children found the perimeter by counting the number of squares of each length. Encourage children to work in a systematic order, possibly marking the lengths after they have been measured, to ensure that children measure the lengths of all the sides.</p> <p>Measure and label the sides of the hexagons.</p> <p>Work out the perimeter of each hexagon.</p> <p>Scott is measuring the perimeter of a rectangle.</p> <p>Do you agree with Tiny? Explain your answer.</p>	<p>In this small step, children use their understanding of the properties of different shapes to calculate the perimeter of simple 2-D shapes. Encourage children to identify equal sides of a square and equal opposite sides of a rectangle to support them in calculating the perimeter. It is important to explore different strategies for calculating perimeter with children and encourage them to use more efficient strategies, for example for a rectangle they could add all four lengths, they could double the width and length and add them together or they could add the width and length and then double.</p> <p>Find the perimeter of the square.</p> <p>Use Esther's method to find the unknown length.</p>	<p>In this maths lesson the children will be consolidating all of their understanding from length and measurement and applying it to an end of topic mathematics test.</p> <p>The children will have both test A and B which will test their full understanding of what they have learnt in this topic and will then self-mark using evaluative skills of the answers given in green pen.</p> <p>TEST</p>
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Please continue logging into Doodle Maths and Times-table Rockstars regularly

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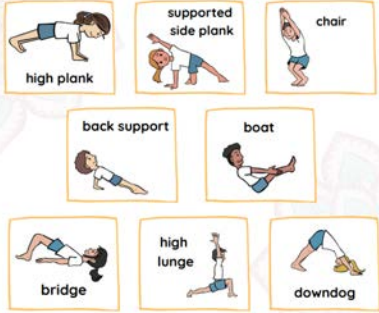
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Spanish - Language Angels	ART - Kapow	RE
<p><b>Los instruments</b>  <u>L.I: We are writing the names of instruments in Spanish.</u></p> <p>In this week's Spanish lesson the children will be using all of their understanding of the instruments to write the words of each instrument in Spanish.</p> 	<p><b>Unit - Proportional Drawings</b>  <u>L.I. - We are learning to use our skills of proportional drawing to create a final drawing inspired by L.S Lowry.</u></p> <p>The children will be using their previous learning of proportional drawings to recreate another famous painting by L.S Lowry. They will use their understanding and skill of drawing figures to create their drawing.</p> 	<p><b>Christianity</b>  <u>L.I: We are learning about a Christian celebration and understanding the importance of the Easter story</u></p> <p>This week the children will be ending the unit by learning about the Easter story. They will then create an Easter story spinner retelling the story in a creative way.</p> 
PSHCE - Jigsaw	Music - Sing Up	Computing - Teach Computing
<p><b>Unit: Dreams and Ambition</b>  <u>L.I: We are identifying new learning challenges and ways for me to achieve them.</u></p> <p>In the final week of becoming landscapers, children will be finalising their ideas for their garden by creating an event poster for their grand opening. They must include important information about the opening as well as the inspiration for their playground.</p> 	<p><b>Unit 4 - March' from the Nutcracker</b>  <u>L.I: We are learning to explore pattern and structure in the 'March' from the Nutcracker.</u></p> <p>We will revisit the trumpet melody (first 7 seconds) and listen a bit more closely to discover how many short, sharp movements we can fit in to move to the beat in a spiky and detached way before the melody reaches a long, held note. Then we will be listening for the changes in character within the music.</p> 	<p><b>Unit 3 - Programming</b>  <u>L.I: We are learning to create a sequence, and change the appearance of a sprite and the background.</u></p> <p>The children will build a sequence of commands, and decide the actions for their choice of sprite. The children will change the costume of their sprite by following a step-by-step process. They will add their own backdrop to their sequence and their sprite.</p> 

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Science - Cornerstone	Topic - Cornerstones	PE - Get Set 4 PE
<p style="text-align: center;"><u>Unit - Light and Shadows</u></p> <p><u>Lesson 1</u> <u>LI: We are learning to apply our knowledge of Lights and Shadows to be able to answer questions.</u></p> <p>The children will complete the end of unit assessment from the knowledge that they had learnt over the past half term. This will include questions about light sources, light reflectors, shadows and how to keep safe in the Sun.</p>   <p style="text-align: center; color: green; font-size: 1.2em;"><b>Light and Shadows</b></p>	<p style="text-align: center;"><u>Geography - Rocks, Relics and Rumbles</u></p> <p><u>Lesson 1: We are learning about plate tectonics and how they have changed Earth's surface over time.</u> <u>Lesson 2: We are developing our understanding of plate tectonics by studying the Ring of Fire.</u></p> <p>After weeks of learning about the layers of Earth's surface, children will be introduced to plate tectonics and how they changed Earth's geographical pattern. The lessons focus on the movement of plates, how they cause natural disasters as well as changing the landscape.</p> <p>Lesson 2 concentrates on the Ring of Fire and why this particular area has the majority of the world's most active Volcanoes. Using their prior knowledge of map features, children will be asked to locate volcanoes and plate boundaries to solidify their understanding of how these affect the movement of Earth's surface.</p>  <p style="text-align: center; font-size: 0.8em;">Over 200 million years ago, all of Earth's continents were joined together as one supercontinent called Pangaea.</p> <p style="text-align: center; border: 1px solid black; padding: 2px; display: inline-block;"><b>Ring of Fire</b></p> 	<p><u>Unit 3 - Dance</u> THEME: A Trip to... <u>LI: We are learning to share ideas of actions and dynamics to create a dance that shows a location.</u></p> <p>As a group, pupils explore their own dance inspired by their selected location. They start by sharing the 8 counts of movement they individually created in the previous activity to pool ideas. Pupils begin to structure their dance, which must be at least 24 counts and have a clear starting and finishing position.</p>  <p><u>Unit 4 - Yoga</u> <u>LI: We are learning to explore poses that challenge my strength.</u></p> <p>The children will use 'Y3 All Strength Poses' and choose one of the poses. They will describe which body parts they will need to use to hold the pose, and they will work in pairs to decide which poses to form and then perform it.</p> 

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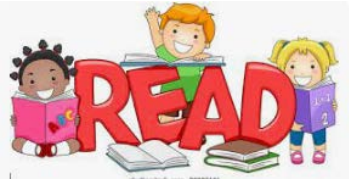
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## Homework

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.

### 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**



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