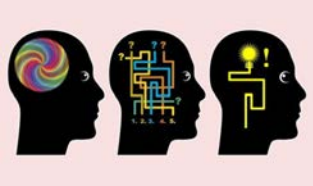
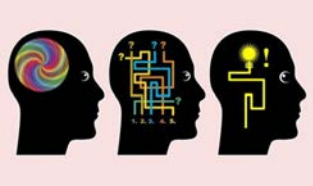
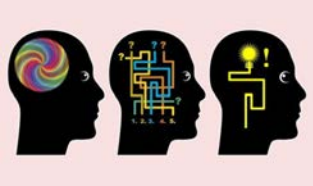




Weekly Overview of Learning

Year Group: 3 Week beginning: 05.06.23

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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<p style="text-align: center;">Internal PIXL Testing</p>	<p style="text-align: center;">Internal PIXL Testing</p>	<p style="text-align: center;">Internal PIXL Testing</p>	<p><u>LI: We are making predictions based on a new class text and comparing it to a similar text.</u></p>	<p><u>LI: We are using our skills in inference (2d) and comparison (2g) to answer comprehension questions on our new class text.</u></p>
Speaking and Listening Focus	<p style="text-align: center;">Individual Learning</p> 	<p style="text-align: center;">Individual Learning</p> 	<p style="text-align: center;">Individual Learning</p> 	<p>Collaborative learning.</p> <p>Think, pair, share and class discussion. Children will take turns in speaking and listen attentively.</p> 	<p>Collaborative learning.</p> <p>Think, pair, share and class discussion. Children will take turns in speaking and listen attentively.</p> 

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<p>Key vocabulary and Key Blooms higher order thinking questions</p>				<p><u>Key Vocabulary:</u> Analyse Predict Infer Compare Moreover Because In addition Illustrations Blurb Front Cover</p> <p><u>Key Questions:</u> What do you think this story is going to be about? Where do you think the story might be set? Who might the characters be? How can you describe the character on the front cover? Why do you think the author has used this illustration? How do you think the characters are feeling? How is this text similar to a previous book we have read? How does the previous book support your predictions?</p>	<p><u>Key Vocabulary:</u> Infer Compare Reference Comprehend Explain Describe Retrieve</p> <p><u>Key Questions:</u> 1) What does refugee mean? 2) Why is the boy and his family leaving their hometown 3) " and run and walk and walk and wait and wait and wait and get up again and walk" How is time passing shown in this sentence? 4) If you were a refugee, what games would you play to occupy your time? 5) pg 11-12 Describe what is happening to the people on this page? 6) Can you identify what new and interesting things the boy could be referring to? Explain your answer. 7) Explain what emotions the boy could be experiencing on pg 15-16? How do you know? 8) "We'll hear words we don't understand. And taste new foods" Why would they hear new words and taste new foods? Explain your answer. 9) What are the similarities and differences between Wisp and my name is not refugee?</p>
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<p>Activities</p>	<p>GPS - grammar and punctuation - 50 minutes</p>	<p>Reading paper - 50 minutes</p>	<p>Reading paper carried over and spelling test - 50 minutes</p>	<p>Today's lesson focuses on children's predictions.</p> <p>Children will be using a thought bubble to write a prediction from what they can infer from the front cover and reading the blurb of 'My name is not refugee'.</p> <p>The children will draw on previous predictions and books that they have read to predict what the story might be about and compare these previous texts to support their reasoning for their predictions.</p> <p>For instance - From the front cover, I know the main character is a boy and he is a refugee because on the front cover it displays an illustration of a little boy and the blurb is written in first person by stating "our town".</p>	<p>Today the children will be comprehending and comparing 'my name is not refugee' and a previous text.</p> <p>The children will be asked a variety of questions which stretch their thinking and allow them to reflect on their ideas about what a refugee is and the notions of power within this text.</p>
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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Topaz TEXT – The boy who grew dragons Author – Andy Shepard</p> 	<p>Sapphire Text - James and the Giant Peach Author – Roald Dahl</p> 	<p>Turquoise Text – The Unimaginary Friend Author - Guy Bass</p> 	<p>Lapis Text – Aladdin Author - Elizabeth Rudnick</p> 
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Weekly Overview of Learning

Year Group: 3 Week beginning: 05.06.23

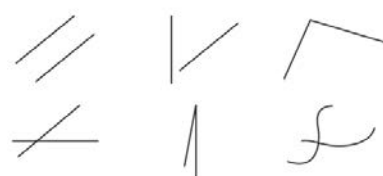
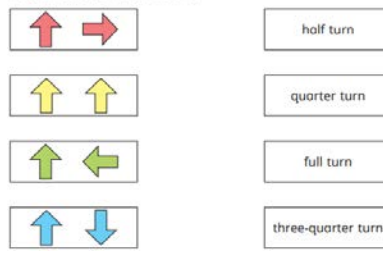
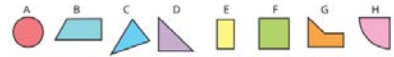
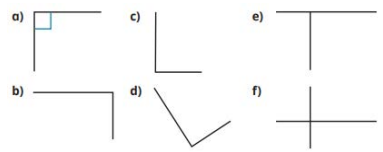
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>Internal PIXL Testing</u>	<u>Internal PIXL Testing</u>	<u>Internal PIXL Testing</u>	<p><u>LT:</u> We are learning to practice making quarter, half, three-quarter and whole turns in both clockwise and anticlockwise directions</p>	<p><u>LT:</u> we are learning to recognise right angles in a range of contexts, including in the world around us</p>
Key vocabulary and key questions				<p><u>Key Vocabulary:</u> Anti-clockwise Clockwise turn Left Right Start point End point Fraction $\frac{1}{2}$ $\frac{1}{4}$ Compass</p> <p><u>Key Questions:</u> Which direction are you facing to start? Which direction is clockwise/anticlockwise? What fraction of a turn do you need to do to face ? Which direction do you need to turn? Is there more than one possible way? Where can you see angles in the classroom?</p>	<p><u>Key Vocabulary:</u> Right angles 90 degrees 2-d shapes Anti-clockwise Clockwise turn Left Right Start point End point Fraction $\frac{1}{2}$ $\frac{1}{4}$ Compass</p> <p><u>Key Questions:</u> How many right angles are equal to a half turn? • How many right angles are equal to a three-quarter turn? • How many right angles are equal to a full turn? • Where can you see right angles in the classroom/at school? • What shapes contain right angles? • How many right angles are there in a? • What shapes can you draw that have right angles?</p>

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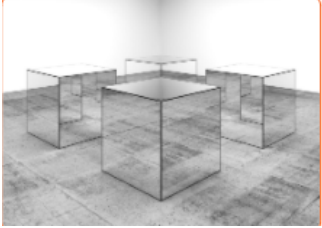
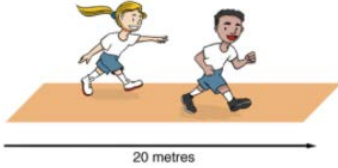
<p>Activities</p>	<p>Recap of arithmetic style questions - 20 minutes</p> <p>Arithmetic Test lasting 40 minutes</p>	<p>Recap of reasoning style questions - 20 minutes</p> <p>Reasoning paper - 40 minutes</p>	<p>Reasoning paper carried over</p>	<p>In today's lesson, children are introduced to the concept of angles for the first time. In Year 2, they described turns as quarter, half, three-quarter and full turns. They will now recognise angles as describing the size of a turn and understand greater angles as having made a greater turn. Children practise making quarter, half, three-quarter and whole turns in both clockwise and anticlockwise directions and in familiar contexts such as on a clock face or the points of a compass. Model the correct mathematical language with instructions such as "make a quarter turn anticlockwise". They can then use this mathematical language to give instructions to others. Help children to visualise the starting and finishing points of the turn as two straight lines that meet at a point and that an angle is created at the point where these lines meet.</p> <p>Which pictures show at least one angle? Tick your answers.</p>  <p>Compare answers with a partner.</p> <p>The arrows are being turned clockwise. Match the pictures to the turns.</p>  <p>half turn</p> <p>quarter turn</p> <p>full turn</p> <p>three-quarter turn</p>	<p>In this small step, children are introduced to the term "right angle" to describe a quarter turn and learn the symbol for a right angle. As in the previous step, children make the link between quarter turns and half turns by recognising that two right angles are equal to one half turn, three right angles are equal to three-quarters of a turn and four right angles are equal to a full turn. It is important for them to see examples of right angles in different orientations so that they understand that a right angle is not just made from vertical and horizontal lines. Children go on to recognise right angles in a range of contexts, including in the world around them and within known 2-D shapes. They use the right-angle symbol to show right angles in shapes.</p>  <table border="1" data-bbox="1814 933 2184 997"> <tr> <td>0 right angles</td> <td>1 right angle</td> <td>2 right angles</td> <td>3 right angles</td> <td>4 right angles</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> 	0 right angles	1 right angle	2 right angles	3 right angles	4 right angles					
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Please continue logging into Doodle Maths and Times-table Rockstars regularly

Spanish - Language Angels	ART - Kapow	PE - Get Set 4 PE
<p style="text-align: center;"><u>Las Estaciones (Seasons)</u> <u>LI: We are familiarising ourselves with the four seasons in Spanish.</u></p> <p>The aim of this lesson is to familiarise students with the four seasons, not just in Spanish but also in English. The lesson focuses on the key characteristics for each season as well as the Spanish words.</p>	<p style="text-align: center;"><u>Sculpture</u> <u>LI: We are exploring the definition of sculpture:</u> <u>LI: We are learning simple techniques for turning 2D card shapes into 3D structures.</u></p> <p>Children will start to explore how sculptures are formed and the techniques used to create a stronger structure. This introductory lesson will look at how to make 3D shapes by folding and rolling card and using the slot technique to connect the pieces. This step is to widen the students' understanding of how to create a structure which is able to support itself.</p> <div style="text-align: center;">  </div>	<p style="text-align: center;"><u>Unit: Athletics - Lesson 1</u> <u>LI: To develop the sprinting technique and improve on your personal best.</u></p> <p>In this lesson children will develop their fundamental movement skills through athletics. Athletics is made up of running, jumping and throwing. Today's focus will be on running. Children will practise sprinting on the balls of their feet and moving hands pocket to mouth.</p> <div style="text-align: center;">  </div> <p style="text-align: center;"><u>Unit Football - Lesson 1</u> <u>LI: To develop the attacking skill of dribbling.</u></p> <p>This will be the first lesson in this unit and children will develop their skills on sending the ball ahead of them whilst dribbling so that they can run with the ball. They will also use all parts of their feet to control the ball. The focus on this lesson will be using the correct sprinting technique.</p>
RE	Music - Sing Up	PSHCE - Jigsaw

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Multi Faith

LT: We are exploring what we already know about Hinduism.

This term we will be delving further into Hinduism, understanding key factors about the faith and the importance of the religions' history. Children will be mind mapping their prior knowledge of this religion.

Monday 5th June 2023
LT: We are exploring what we already know about Hinduism

What do you want to know about Hinduism?

What do you know about Hinduism?

How does Hinduism compare to your religion?

Chilled out clap rap

This unit is built around a laid-back rap with accompanying clapping patterns and plenty of dynamic contrast. It offers opportunities for physical and creative activities that will help pupils develop their understanding of beat and rhythm.

LT: We are exploring hand-clapping to create rhythm and music.

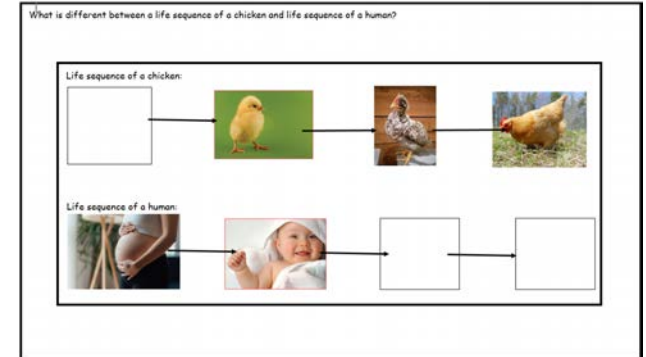
Children will:

- Explore hand clapping music.
- Learn Chilled-out clap rap and perform dynamic changes.
- Listen to examples of rap and identify how to chant effectively.

Changing Me

LT: We are learning to understand that animals and humans undergo lots of changes and grow up from babies.

This week in PSHCE we are beginning our final topic of 'changing me'. The children will begin this topic by delving into the different life stages of humans and animals. They will explore where different animals come from and how different animals grow, these animals will be compared to the life stages of humans.



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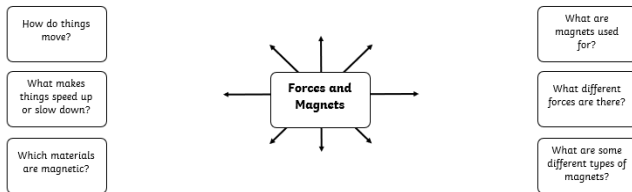
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Unit: Forces and Magnets

LI: We are learning about forces and the effect of pushes and pulls on objects.

This week in science we are carrying on with our topic forces and magnets. This week will focus on forces and delving into pushes and pulls. Children will be able to name different types of forces, children will also say when there is a push or a pull acting on an object. Firstly, pupils will complete a mind map about the learning they have covered over the weeks and answer questions such as what makes things speed up or slow down. Children will then have different sets of pictures where they have to describe the force - push or pull. They will also write whether the force has stopped or started an action.

Draw or write about the things you already know about forces and magnets.



1. Force:

Start or Stop?



Topic - Eurozone

LI: We are learning to establish what I already know about countries and cities in Europe and what I want to find out.

Children will be introduced to a new geographical topic, Europe. We will assess children's prior knowledge and complete a thinking frame stating what we already know about Europe and what we would like to learn in this topic, key words such as continents, landmarks, Euro and Europe will be explored.

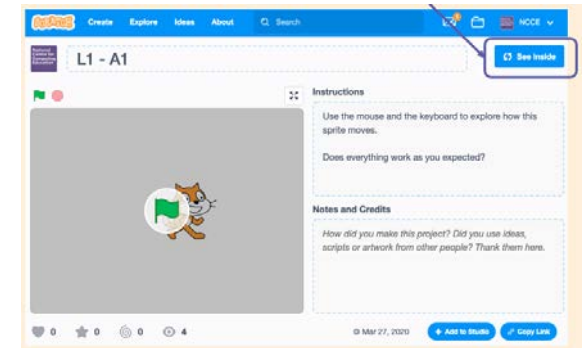


Unit - Programming B - Events and actions in programs

LI: To explain how a sprite moves in an existing project

Success Criteria:

- I can explain the relationship between an event and an action
- I can choose which keys to use for actions and explain my choices
- I can identify a way to improve a program



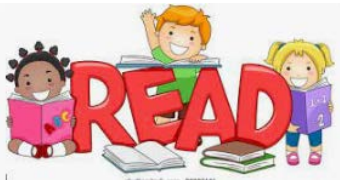
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This week's homework is going to be set online using Mymaths, Doodle English and Doodle Maths. Where applicable, it should be returned by the following Monday.

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.



Important dates:
Sports Day 16th June - 9.15am - 12.15pm