

Weekly Overview of Learning

Year Group: 3 Week beginning: 06.02.23

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	LI: We are learning to select vocabulary to describe a character	LI: We are learning to create an interesting, believable character who will capture the reader's imagination.	LI: We are learning to collect adjectives using our 5 senses to describe a setting.	LI: We are learning to extract effective writing strategies from example texts to describe a setting.	LI: We are learning to use effective writing strategies to write a setting description.
Speaking and Listening Focus	Through think, pair share the children will listen to each other's ideas and share these with the class.	Through think, pair share the children will listen to each other's ideas and share these with the class.	Cold calling - Using the image on the board what can you see, hear, smell and feel?	Listen and respond appropriately to their adults and peers. Listen attentively and take turns in speaking. Speak clearly and audibly. Participate in discussions and present their views and opinions.	Recognise the required structure for a setting description. Ask relevant questions to extend their understanding and knowledge. Engage in discussion through a variety of well-chosen contributions based on critical listening.

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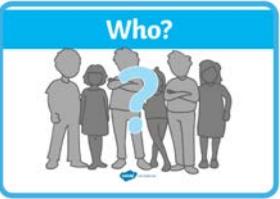
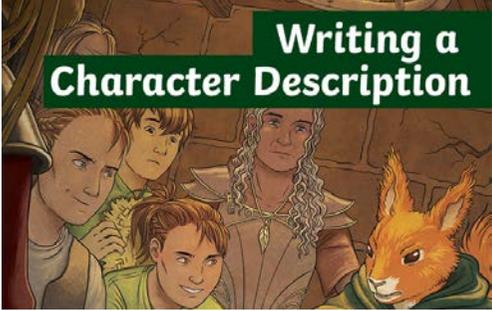
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<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p>Key Vocabulary: foolish stubborn wise courageous determined kind friendly pretty dangerous brave short slim young daring fearless rebellious mischievous <i>eyes like a hawk</i> <i>as fearless as a soldier</i> <i>as fast as a cheetah</i> <i>hair was like threads of gold</i> <i>cute as a button</i> <i>eyes as bright as the sun</i></p> <p>Key Questions: What are their names? How are they related? Are they brother & sister, best friends/ neighbours/cousins? What is the dog's name? How old are they? What are your characters like? How would you describe them? Are they brave/</p>	<p>Key Vocabulary: Above the clouds, Slowly, Happily, Bravely, Nervously, foolish stubborn wise courageous determined kind friendly pretty dangerous brave short slim young daring fearless rebellious mischievous <i>eyes like a hawk</i> <i>as fearless as a soldier</i> <i>as fast as a cheetah</i> <i>hair was like threads of gold</i> <i>cute as a button</i> <i>eyes as bright as the sun</i></p> <p>Key Questions: What are noun phrases? What are your characters like? How would you describe them? Are they brave/ calm/ determined? What should characters be like in a quest story? What similes can you use to describe your character? How can we use our senses to bring all your ideas</p>	<p>Key Vocabulary: crevices darkness passageways chilly creepy crumbling deserted echoey eery empty gloomy murky mysterious silent unexplored stench bumpy sharp rough</p> <p>Key Questions: Where is the story set? What can you see? What would it smell like? How would it feel to be there? What can you hear? Can you think of other stories with a similar setting? How did the author describe Mount Merapi? Can you magpie any vocabulary from his setting description?</p>	<p>Key Vocabulary: expanded noun phrases punctuation short sentences long sentences fronted adverbials apostrophes speech suffixes conjunctions 5 senses brackets ellipsis capital letters</p> <p>Key Questions: How has the writer used their 5 senses? - What vocabulary can you use to magpie? What are the similarities between your setting and the example? What words do you want to find the meaning of? What expanded noun phrases have they used? How do short sentences create an effect? What punctuation creates an effect? What tense has the writer used? Has the writer been consistent with the tense they have used?</p>	<p>Key Vocabulary: crevices darkness passageways chilly creepy crumbling deserted echoey eery empty gloomy murky mysterious silent unexplored stench bumpy sharp rough crystal blue spikey rotten smokey salty splashing</p> <p>Key Questions: Where is the story set? What can you see? What would it smell like? How would it feel to be there? What can you hear?</p>
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	<p>calm/ determined?</p> <p>Are they anything like Lila?</p> <p>What should characters be like in a quest story?</p>	<p>together?</p> <p>What key features of your character can you describe?</p>			
<p>Activities</p>	<p>Children complete a defining frame to describe their characters personality and appearance using ambitious vocabulary and ideas from The Firework Maker's Daughter.</p>  <p>Thursday 26th January 2023 L1: We are learning to create an interesting, believable character who will capture the reader's imagination. Look at the characters and imagine your ideas. In the first frame think about what your characters look like.</p> 	<p>Children will use the ideas collected from yesterday and write a character description. Focus will be placed on consistently using past tense throughout their writing and including ambitious vocabulary.</p> 	<p>In this lesson children will use a categorising frame and focus on what they can see, smell, hear and feel using the setting image below. They will draw on similarities between this setting and Mount Merapi from The Firework Maker's Daughter.</p> 	<p>In this lesson children will be working as a table with a variety of setting descriptions. They will work together to highlight effective vocabulary, style and punctuation they would like to use in their own writing.</p> 	<p>Children will write their own setting description using the image below.</p> <p>They will be required to use knowledge gathered from previous 2 lessons and draw on a variety of writing strategies in their setting description.</p> 

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p>06.02.23</p> <p>LI: we are learning to subtract lengths using mm, cm and m.</p>	<p>07.02.23</p> <p>LI: we are exploring the perimeter, what it is and how it can be calculated.</p>	<p>08.02.23</p> <p>LI: we are consolidating all prior learning of length.</p>	<p>Internal Mathematics Assessment</p>	<p>Internal Mathematics Assessment</p>
<p>Key vocabulary and key questions</p>	<p><u>Key Vocabulary:</u> Measure Centimetres (CM) Millimetres (MM) Length Ruler 0 Start End Appropriate method Greater / Smaller Equivalent</p>	<p><u>Key Vocabulary:</u> Measure Centimetres (CM) Millimetres (MM) Length Ruler 0 Start End Perimeter</p> <p><u>Key Questions:</u></p>	<p><u>Key Vocabulary:</u> Measure Centimetres (CM) Millimetres (MM) Length Ruler 0 Start End Appropriate method Greater / Smaller Equivalent</p>		

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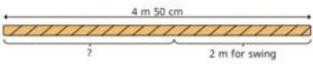
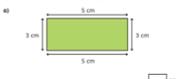
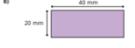
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	<p>Conversion Partitioning Minus Subtraction</p> <p>Key Questions: How many centimetres are there in m and cm? Why is it important that the lengths have the same unit of measurement before you subtract them? Which unit of measurement will you use 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>	<p>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>Conversion Partitioning Minus Subtraction Addition Perimeter</p>		
<p>Activities</p>	<p>Today's learning children are learning to subtract using 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. They are then going to 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.</p>	<p>The children are learning 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. The children will also measure the sides of different shapes in centimetres to find the perimeter. We will be encouraging the 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. Learning to progress to the children identifying equal sides of a square and equal opposite sides of a rectangle to support them in calculating the perimeter.</p>	<p>Today the children will be consolidating all their prior learning of the topic length and perimeter.</p> <p>They will be taking part in a short end of topic test which will indicate any gaps for further teaching.</p> <p>How long is the line?</p>  <p style="text-align: right;">_____ cm</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>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 groups.</p>

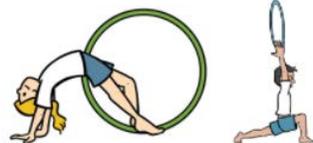
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	<p>1. Complete this question on your sheet.</p> <p>A piece of rope is 4 m 50 cm long. 2 m of the rope is used to make a swing. How much of the rope is left?</p>  <p>□ m and □ cm</p> <p>2. Complete this question in your book.</p> <p>Millie has a mobile phone which is 12cm 5mm in length. She wants to buy one which is 40mm less.</p>  <p>How long should her new phone be?</p>	<p>It is important to explore different strategies for calculating perimeter with children and encourage them to use more efficient strategies.</p> <p>1. Complete this question on your sheet.</p> <p>Work out the perimeter of each shape.</p>  <p>□ cm</p>  <p>□ mm</p> <p>2. Complete this question in your book.</p> <p>Draw shapes which have perimeters of these lengths. a. 40 cm b. 30 cm c. 8 cm</p>			
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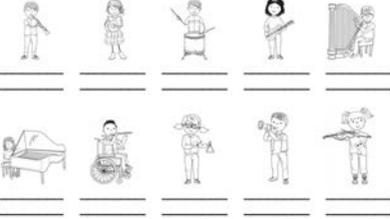
Please continue logging into Doodle Maths and Times-table Rockstars regularly!

Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p>In the unit <u>Latin dance</u>, 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"> • Practise dancing with a partner. • Extend learning about the music of Cuba by listening to further tracks. • Invent short rhythm patterns to add to the instrumental sections. • Practise playing in the instrumental sections and singing the choruses. 	<p>Judaism</p> <p>LI: We are learning about the importance of Abraham and his symbolism to the Jewish people.</p> 	<p>Unit: Gymnastics – Lesson 6</p> <p>LI: To create a partner sequence incorporating equipment. Children to ensure their sequences use a variety of action and levels and use strong body tension in their balances.</p>  <p>Unit: Yoga – Lesson 6</p> <p>LI: To develop confidence and strength in arm balances. Children will move with control from one pose to the next and use their breathing to help with control.</p>

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DT/Art - Kapow	Spanish - Language Angels	PSHCE - Jigsaw								
<p style="text-align: center;"><u>Prehistoric Painting</u></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 style="text-align: center;"><i>Pupil video: Charcoal animals</i></p> 	<p style="text-align: center;"><u>Unit: To say what instrument you play in Spanish.</u></p> <p>Recognise, recall and spell up to ten instruments in Spanish with the correct definite article/determiner. Start to understand articles/determiners better in Spanish. 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><u>Activities we will complete:</u></p> <p>LI: We are learning to write the names of all our new instruments from Spanish.</p> 	<p style="text-align: center;">Piece 5 - L.I. We are identifying new learning challenges and working out the best ways for me to achieve them.</p> <p>The children are learning how to overcome challenges and hurdles independently and as teams.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #00ff00; padding: 2px;">Open my mind</td> <td style="padding: 2px;"> <p>In their teams, children continue with the garden design task. By the end of this lesson they should have:</p> <ul style="list-style-type: none"> • Their design drawn up by the Landscapers ready to show the class • Have some ideas for an event to open their garden for the people who they designed it for <p>At the end of the lesson invite each group to share their design and the open event idea with the class. The garden designs can be displayed/ shared as the class contributions to the End of Puzzle outcome</p> </td> </tr> <tr> <td style="background-color: #00ff00; padding: 2px;">Event planners:</td> <td style="padding: 2px;"> <p>Need to create a poster of their open event, inviting people to their garden</p> </td> </tr> <tr> <td style="background-color: #00ff00; padding: 2px;">Landscapers:</td> <td style="padding: 2px;"> <p>Need to create their final garden design</p> </td> </tr> <tr> <td style="background-color: #00ff00; padding: 2px;">Team leaders:</td> <td style="padding: 2px;"> <p>To help group stay on task</p> </td> </tr> </table> </div>	Open my mind	<p>In their teams, children continue with the garden design task. By the end of this lesson they should have:</p> <ul style="list-style-type: none"> • Their design drawn up by the Landscapers ready to show the class • Have some ideas for an event to open their garden for the people who they designed it for <p>At the end of the lesson invite each group to share their design and the open event idea with the class. The garden designs can be displayed/ shared as the class contributions to the End of Puzzle outcome</p>	Event planners:	<p>Need to create a poster of their open event, inviting people to their garden</p>	Landscapers:	<p>Need to create their final garden design</p>	Team leaders:	<p>To help group stay on task</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: we are consolidating our knowledge of light and shadows</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). We will be taking an assessment about light and shadows.</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: to be able to retell events from the Romans Workshop.</p> <p>This week in our topic work, we will be retelling what happened during the Roman workshop and writing all the facts we learnt. The children will be using photos from the workshop to support their retelling using subject specific vocabulary.</p>	<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.</p> <p>To review and improve an animation</p> <ul style="list-style-type: none"> • I can explain ways to make my animation better • I can evaluate another learner's animation • I can improve my animation based on feedback

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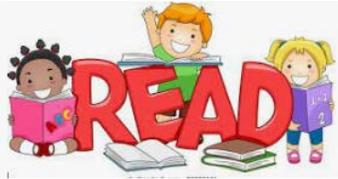
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Homework

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



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



Half term - Monday 13th February.

Scholastic Book Fair 20th - 24th February 2023

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