

# Weekly Overview of Learning

Year Group: 3 Week beginning: 08.01.24

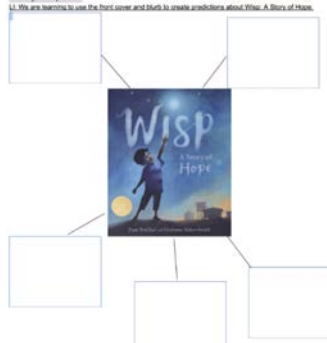
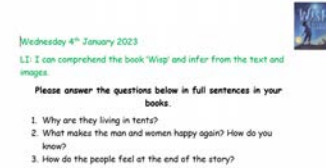
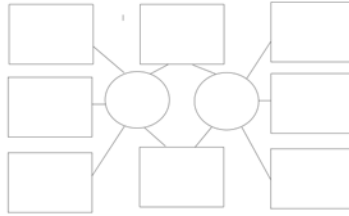
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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LT: We are learning to use the front cover and blurb to create predictions about Wisp: A Story of Hope.</u></p>	<p><u>LT: We are learning to explore and analyse the text and its characters</u></p>	<p><u>LT: We are learning to compare and contrast the emotions of different characters</u></p>	<p><u>LT: We are learning to analyse specific vocabulary within a text</u></p>	<p><u>LT: We are learning to use conjunctions correctly in sentences.</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> Predict Inference Front cover Blurb Wisp Hope</p> <p><b>Key Questions</b> What do you think the book is about?  Who do you think the boy is? Why do you think he is reaching towards something?  What do you think a 'wisp' is? Do you think the title gives any clues away about the story?  Have you heard of refugees before? Do you know who they are?  What do you notice in the background of the blurb?</p>	<p><b>Key Vocabulary</b> Hope Refugee Isolated Painful Shadow Wisp Identify</p> <p><b>Key Questions</b> Where is the book set?  Who are all the people and why are they there?  Why are they living in tents? What is the Wisp?  What makes the man and women happy again? How do you know?  What key information do we learn about Idris?  How do the people feel at the end of the story?  What does Idris hope for?</p>	<p><b>Key Vocabulary</b> Hope Refugee Emotions Feelings Thoughts Wisp Quivered Flickered</p> <p><b>Key Questions</b> If Idris is a refugee- how do you think he is feeling?  What do you think his home is like?  What do the characters feel?  Why do the characters have different emotions?  How do the people feel at the end of the story?</p>	<p><b>Key Vocabulary</b> Thoughts Wisp Quivered Trampled Blazing Wriggle Flickered Hope Refugee</p> <p><b>Key Questions</b> What words do you not understand from the text?  What do synonyms mean?  What do antonyms mean?  What tool can we use to find out what a word means?  How can we use the word flickered into a sentence?  Why has the author chosen the word quivered?</p>	<p><b>Key Vocabulary</b> Likewise Additionally Conversely Consequently Considering Alternatively Therefore Thus Naturally</p> <p><b>Key Questions</b> Where would you use _____ to express an idea?  How can you use _____ to relay an opinion?  In which context could _____ be used to expand and compare to narratives?</p>

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<p><b>Activities</b></p>	<p>The children will be introduced to their new class text 'the wisp'. In today's lesson the children will be predicting what they think the book will be about using the front cover and blurb. They will infer from the pictures to understand what the theme of the story will be about. The children will be introduced to the word 'refugee' and will discuss what it means,</p> 	<p>In today's lesson the children will read through the book, they will be asked key questions whilst reading the book. They will explore the theme of the book and what the illustrations mean. The children will then answer in full sentences some comprehension questions about the book.</p> 	<p>The children will be comparing different characters' emotions and how they are feeling in different ways. The children will be using emotive language to fill out a comparing frame,</p> 	<p>In today's lesson the children will be going through the different vocabulary they have read from the book. They will be finding the definition, synonyms, antonyms and putting the word into a sentence. This will allow children to expand their vocabulary and to learn new words.</p> <p><b>Definitions</b></p> <p><b>Trampled</b> - tread on and crush, (stamp, crush and squash)</p> <p><b>Bustled</b> - move in an energetic and busy manner. (rush and dash)</p> <p><b>Swelling sea</b> - A swell in the ocean is formed through a combination of wind strength, wind duration and fetch</p> <p><b>Etched</b> - to produce on a hard material by eating into the material's surface. (cut and carve)</p> <p><b>Quivered</b> - tremble or shake with a slight rapid motion. (tremble, shake and shiver)</p> <p><b>Flickered</b> - (of light or a source of light) shine unsteadily; vary rapidly in brightness. (glimmer, shine and twinkle)</p>	<p>Children will be exploring the use of conjunctions when delivering an opinion or argument in their writing. This is to build on their vocabulary by introducing new words, as well as expressing comparisons, showing understanding to the content and topic being learnt.</p> <p>Children will be asked to fill in the correct conjunction in pairs, as well as setting challenges for each other.</p>
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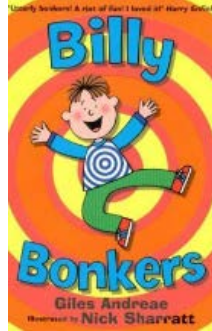
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**Class Text – Reading Aloud**  
**20 mins each day**

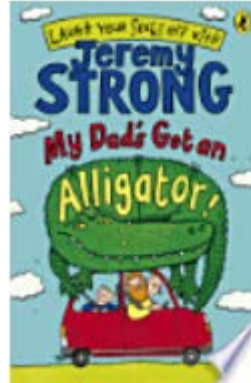
**Topaz**

TEXT – Billy Bonkers  
Author – Giles Andreae



**Sapphire**

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



**Turquoise**

Text – The Danger Gang  
Author - Tom Fletcher



**Lapis**

Text – Luna and the treasure of Tlaloc  
Author - Joe Todd



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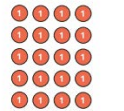




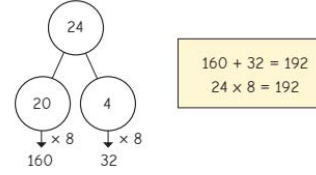
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LT: We are learning how multiples of 10 are grouped (MD)</u></p>	<p><u>LT: We are learning about how different calculations can relate to one another (MD)</u></p>	<p><u>LT: We are comparing multiplication calculations using <math>&lt;</math>, <math>&gt;</math> and <math>=</math> (MD)</u></p>	<p><u>LT: LT: We are learning to multiply a 2-digit number by a 1-digit number - no exchange (MD)</u></p>	<p><u>LT: LT: We are learning to multiply a 2-digit number by a 1-digit number - with exchange (MD)</u></p>
<p><b>Key vocabulary and key questions</b></p>	<p><b>Key vocabulary</b> Multiple 10's Grouping Equal Groups Skip Counting Equal to Tens</p> <p><b>Key questions</b> What is the multiple of 10 before _____? What is the multiple of 10 after _____? Is _____ a multiple of 10? How can you tell? How many tens are there in _____? How can you use a Gattegno chart/place value chart to help multiply or divide a number by 10? What is the same about all multiples of 10? What is different?</p>	<p><b>Key vocabulary</b> Compare Similar Different Relate Multiplication Manipulatives Ones Tens</p> <p><b>Key questions</b> What is the same and what is different about the two calculations? How can you represent the calculation using place value counters/base 10? How is multiplying by 10s different from multiplying by 1s? What is the connection between the two calculations?</p>	<p><b>Key vocabulary</b> Greater than Less than Equal to Compare More Less Ones Tens Multiplication</p> <p><b>Key questions</b> What number sentences are shown by the array? What is the same and what is different about <math>8 \times 3</math> and <math>8 \times 4</math>? Which digit represents the size of the group? Which digit refers to the number of groups? What happens if you increase/decrease the number of groups? What happens if you increase/decrease the size of the groups? Do you need to complete the calculations to compare them?</p>	<p><b>Key vocabulary</b> Multiply Equal to Ones Digit Tens Answer Exchange</p> <p><b>Key questions</b> How can you partition a 2-digit number into tens and ones? What is the product of the tens and the single digit? What is the product of the ones and the single digit? What do you need to do to find the final answer?</p>	<p><b>Key vocabulary</b> Multiply Equal to Ones Digit Tens Answer Exchange Effective strategy</p> <p><b>Key questions</b> How can you partition a 2-digit number into tens and ones? What is the product of the tens and the single digit? What is the product of the ones and the single digit? What do you need to do to find the final answer? What do you do if you have ten or more ones?</p>

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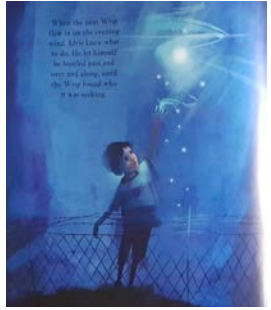



Activities																			
<p><b>Activities</b></p>	<p>Children learnt the 10 times-table in Year 2 and revisited multiples of 10 in the Autumn term.</p> <p>In this small step, they further develop their understanding of multiples of 10 by looking at greater multiples. Children reinforce their earlier work on place value and use a range of representations, such as ten frames, Gattegno charts and place value charts. They recognise that multiples of 10 end in a zero and use this fact to solve basic multiplication and division problems beyond the 10 times-table.</p> <p>Complete the number track.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>10</td><td>20</td><td>40</td><td>60</td><td>80</td><td>100</td> </tr> </table> <p>Use the ten frame to complete the sentence.</p>  <p>10 tens are equal to _____</p> <p>Use the ten frames to complete the calculation.</p>  <p><math>17 \times 10 = 10 \times 10 + 7 \times 10 = \_\_\_ + \_\_\_ = \_\_\_</math></p> <p>Teddy saves £10 a week.</p> <p>How many weeks will it take him to save £120?</p> <p>How do you know?</p>	10	20	40	60	80	100	<p>Children explore scaling facts by 10, for example using <math>3 \times 4 = 12</math> to derive <math>3 \times 40 = 120</math> and <math>30 \times 4 = 120</math>. A range of representations are used to expose the link between multiples of 1 and multiples of 10. Children begin by using base ten, before moving on to the slightly more abstract representation of place value counters. Children go on to explore this relationship with division, for example using <math>12 \div 3 = 4</math> to derive <math>120 \div 3 = 40</math>. This will be revisited later in the block.</p> <p>Care should be taken to ensure that children do not also think that <math>12 \div 30 = 40</math>. This is a good opportunity to remind them that multiplication is commutative while division is not.</p> <p>Complete the number sentences to match the pictures.</p>  <p><math>4 \times 2</math> ones = _____ ones      <math>4 \times 2 = \_\_\_</math></p>  <p><math>4 \times 2</math> tens = _____ tens      <math>4 \times 20 = \_\_\_</math></p> <p>Complete the multiplication facts.</p>  <p>_____ <math>\times 4 = \_\_\_</math></p>  <p>_____ <math>\times 40 = \_\_\_</math></p>	<p>In this small step, children develop their knowledge and understanding of the structure of multiplication. Children begin by recapping what multiplication looks like with objects, and gradually use more abstract representations. These include cubes, base 10, arrays and number sentences. They use the symbols <math>&lt;</math>, <math>&gt;</math> and <math>=</math> to compare groups using multiplication and division structures, both in context and within number sentences.</p> <p>Children are encouraged to realise that, for example, <math>6 \times 3 &gt; 6 \times 2</math> without doing any calculation, but by recognising the relationship between the calculations and that the first must give an answer greater than the second because the same number is being multiplied by 3 and 2.</p> <p>Complete the number sentences to match the pictures.</p>  <p><math>6 \times 3 = \_\_\_</math></p>  <p><math>6 \times 5 = \_\_\_</math></p> <p>Write <math>&gt;</math> or <math>&lt;</math> to complete the statement.</p> <p><math>6 \times 3</math> <input type="text"/> <math>6 \times 5</math></p> <p>Complete the number sentences and write <math>&lt;</math>, <math>&gt;</math> or <math>=</math> to compare the arrays.</p>  <p>_____ <math>\times</math> _____ = _____      _____ <math>\times</math> _____ = _____</p>	<p>In this small step, children explore multiplying 2-digit numbers by 1-digit numbers. At this stage, none of the multiplication calculations require exchanges.</p> <p>Children apply their understanding of partitioning to represent and solve calculations using the expanded method. The 2-digit number is partitioned into tens and ones, both are multiplied by the 1-digit number and then the partial products are added to find the total product.</p> <p>Complete the number sentences.</p> <p>Use the place value chart to help you.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #ffffcc;">Tens</th><th style="background-color: #ffcccc;">Ones</th></tr> <tr> <td></td><td></td></tr> </table> <p><math>3 \text{ tens} \times 2 = \_\_\_ \text{ tens}</math></p> <p><math>2 \text{ ones} \times 2 = \_\_\_ \text{ ones}</math></p> <p>_____ + _____ = _____</p> <p><math>32 \times 2 = \_\_\_</math></p> <p>This is explored through a progression of representations from base 10 to place value counters and part-whole models, alongside number sentences.</p>	Tens	Ones			<p>In this small step, children continue to explore multiplying 2-digit numbers by 1-digit numbers, now looking at calculations that involve an exchange.</p> <p>As in the previous step, children apply their understanding of partitioning to represent and solve calculations using the expanded method. This involves partitioning the 2-digit number into tens and ones, multiplying separately, then adding the partial products together.</p> <p>Mo uses a part-whole model to work out <math>24 \times 8</math></p>  <p>Complete the number sentences.</p> <p>Use the place value chart to help you.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #ffffcc;">Tens</th><th style="background-color: #ffcccc;">Ones</th></tr> <tr> <td></td><td></td></tr> </table> <p><math>2 \text{ tens} \times 4 = \_\_\_ \text{ tens}</math></p> <p><math>4 \text{ ones} \times 4 = \_\_\_ \text{ ones}</math></p> <p><math>24 \times 4 = \_\_\_ + \_\_\_ = \_\_\_</math></p> <p><math>24 \times 4 = \_\_\_</math></p> <p>Children use the same representations as in the previous steps to provide familiarity and focus their attention on the new aspect of making an exchange.</p>	Tens	Ones		
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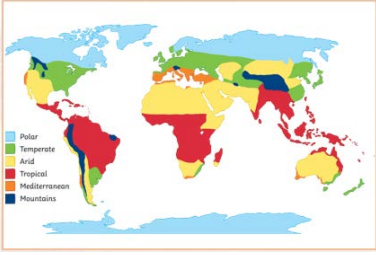








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Spanish - Language Angels	ART - Kapow	PE - Get Set 4 PE						
<p><u>Los instrumentos</u> <u>LI: We are learning to identify different musical instruments.</u></p> <p>This term in Spanish the children will be learning about instruments and how to name them in Spanish. This week the children will be introduced to five different instruments and will learn to name the instruments in Spanish.</p> 	<p><u>Unit - Painting and Mixed Media</u> <u>LI: We are learning to create and use different tones of colour.</u></p> <p>In Art this term the children will be learning all about painting, textures and the use of mixed media. In this lesson the children will be using our English class text as inspiration for their first piece of Art.</p> <p>This week the children will be creating a background using deep blue, black and white paint to recreate the image of Idris from Wisp.</p> 	<p><u>Unit 3 - Dance</u> <b>THEME: Machines</b> <u>LI: To create actions in response to a stimulus and move in unison with a partner.</u></p> <p>In this lesson the children will learn how to dance (move) like machines, replicating the movement and learning choreography that reenacts the movement of machines.</p>  <p><u>Unit 4 - Yoga</u> <u>To explore poses that challenge my balance.</u></p> <p>In this lesson the children will be introduced to new poses, all poses in this lesson challenge balance. Pupils challenge themselves when holding their balance and have to work hard to hold it. They need to try to remain still.</p> 						
PSHCE - Jigsaw	Music - Sing Up	Computing - Teach Computing						
<p><u>Unit- Dreams and Goals.</u> <u>LI: We are evaluating challenges and how to achieve success.</u></p> <p>Children will be evaluating and discussing what skills will be required in order to overcome and achieve success when faced with a challenge.</p> <p>Challenges are presented in many forms, some physical, academic or personal. Children will share their thoughts and knowledge- seeking to resolve different scenarios.</p> <div data-bbox="116 1332 398 1528" style="border: 1px solid black; padding: 5px;"> <p>Stick image here</p> </div> <p><b>What to include in your writing:</b></p> <ul style="list-style-type: none"> <li>• Introduce the person, their name and their challenge.</li> <li>• Describe how the person feels about facing the challenge.</li> <li>• Describe how the person achieves the challenge.</li> <li>• Describe how the person feels when they have been successful.</li> </ul>	<p><u>Unit 3 - From a Railway Carriage</u> <u>Lesson 1</u> <u>LI: We are learning to use appropriate musical language to describe a piece of music whilst exploring dynamics, timbre and tempo.</u></p> <p>The children will be introduced to a new song this week in music. They will begin to understand this new piece by asking key questions about the dynamic, timbre and tempo. The children will begin to use this language as they further explore the piece.</p> <ul style="list-style-type: none"> <li>• Night mail by Benjamin Britten</li> </ul> 	<p><u>Unit 3 - Programming</u> <u>LI: We are learning to explore a new programming environment. Scratch.</u></p> <p>This lesson introduces learners to a new programming environment: Scratch. Learners will begin by comparing Scratch to other programming environments they may have experienced, before familiarising themselves with the basic layout of the screen.</p> <p><b>Introduction to Scratch</b></p> <p>Tick when you have completed each task:</p> <table border="1" data-bbox="1742 1321 2101 1487"> <tbody> <tr> <td>Add at least two new sprites</td> <td></td> </tr> <tr> <td>Add at least two new backdrops</td> <td></td> </tr> <tr> <td>Add 'move commands' to each sprite</td> <td></td> </tr> </tbody> </table>	Add at least two new sprites		Add at least two new backdrops		Add 'move commands' to each sprite	
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Science - Cornerstones	Topic - Cornerstones	RE
<p style="text-align: center;"><u>Light and Shadows</u></p> <p><u>Lesson 1 - LI: We are learning to define what we already know about light and shadows.</u></p> <p>Children will complete a defining frame on what they already know about lights and shadows. They will use their prior knowledge from year 2 and the environment around them to complete the frame.</p> <div data-bbox="154 523 586 794" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="font-size: small;">How do you already know all of this information?</p> <div style="border: 1px solid black; width: 150px; height: 100px; margin: 10px auto; display: flex; align-items: center; justify-content: center;"> <span style="font-size: x-small;">Light and Shadows</span> </div> <p style="font-size: small;">What else would you really like to learn or find out about light and shadows?</p> </div> <p><u>Lesson 2 - LI: We are learning to understand facts about light and darkness, and its importance on Earth.</u></p> <p>Children will discuss and understand the definition of the scientific terms, light and dark. They will look at objects and things around them that can give light or dark, such as the sun or night time.</p> <p>Children will identify that the Sun is important to Earth as it provides us with light so that humans and animals can see. They will complete a worksheet by answering questions about natural and artificial light sources.</p> <div data-bbox="472 1098 739 1449" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="font-size: x-small; color: green;">Light</p> <p style="font-size: x-small;">Use the information you have learned to answer the questions about light.</p> <ol style="list-style-type: none"> <li>1. What is light? _____</li> <li>2. What is a light source? _____</li> <li>3. What is the main natural source of light on Earth? _____</li> <li>4. Name one other natural source of light. _____</li> <li>5. Name two artificial sources of light. _____ _____</li> </ol> </div>	<p style="text-align: center;"><u>Geography - Our Planet, Our World</u></p> <p><u>Lesson 1:</u> <u>LI: We are learning to identify the five major climate zones on Earth.</u></p> <p>In this lesson the children will explore climate zones. They will be introduced to key vocabulary that'll assist them in explaining which climate zones each country is in. The children will be tasked to use this information (map below) to answer a series of questions about the climate zones of countries on our map.</p> <div data-bbox="931 635 1305 890" style="text-align: center;">  </div> <p><u>Lesson 2:</u> <u>LI: We are consolidating our learning of our planet, our world with an assessment.</u></p> <p>In this lesson the children will complete their final unit of assessment. This will combine all the learning the children have completed over the last 6 weeks.</p> <div data-bbox="853 1110 1016 1445" style="text-align: center;">  </div> <div data-bbox="1267 1114 1375 1184" style="text-align: center;">  </div> <p style="text-align: center; font-size: 2em; color: orange;"><b>One Planet, Our World</b></p>	<p style="text-align: center;"><u>Christianity</u></p> <p><u>LI: We are learning about to recognise Christian symbols and why they are important to Christians</u></p> <p>This term the children will be exploring Christianity, the first week of learning the children will be learning about significant christian symbols. They will learn what the cross, fish dove and candle mean to Christians and why it is important to them. The children will then complete a worksheet explaining what each Christian symbol means,</p> <div data-bbox="1559 639 2018 1225" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center; font-size: x-small;">To recognise Christian symbols.</p> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; font-size: x-small;">Name and explain the meaning of these Christian symbols.</div> </div> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">  </div> <div style="border-bottom: 1px solid black; width: 150px; margin-bottom: 5px;"></div> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">  </div> <div style="border-bottom: 1px solid black; width: 150px; margin-bottom: 5px;"></div> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">  </div> <div style="border-bottom: 1px solid black; width: 150px; margin-bottom: 5px;"></div> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">  </div> <div style="border-bottom: 1px solid black; width: 150px; margin-bottom: 5px;"></div> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">  </div> <div style="border-bottom: 1px solid black; width: 150px; margin-bottom: 5px;"></div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">  </div> <div style="border-bottom: 1px solid black; width: 150px;"></div> </div> </div> </div>

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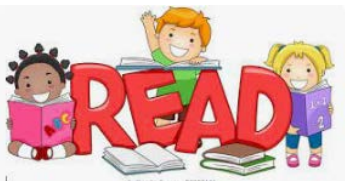
Year Group: 3    Week beginning: 08.01.24

Every **week**, 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

## 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.

