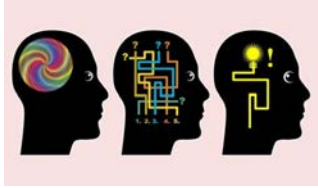
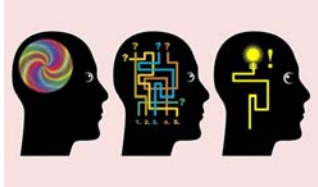
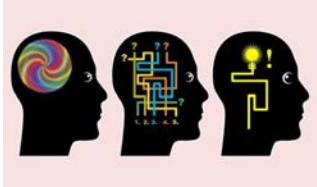
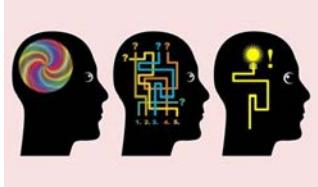
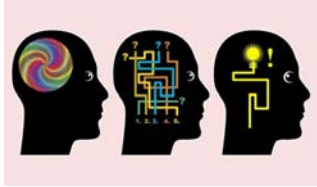


Weekly Overview of Learning

Year Group: 3 Week beginning: 09.10.23

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

English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>Internal PIXL Testing</u>	<u>Internal PIXL Testing</u>	<u>Internal PIXL Testing</u>	<u>Internal PIXL Testing</u>	<u>Internal PIXL Testing</u>
Speaking and Listening Focus	<p>Individual Learning</p> 	<p>Individual Learning</p> 	<p>Individual Learning</p> 	<p>Individual Learning</p> 	<p>Individual Learning</p> 
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key Vocabulary:</u> Tenses Adverbs Relative clauses Expanded noun phrases Adjectives Nouns Verbs Modal verbs Commas Parenthesis Adverbials Punctuation Spelling</p>	<p><u>Key Vocabulary:</u> Define Explain Retrieve Identify Record Summarise Predict Meaning Choice of words comparison</p>	<p><u>Key Vocabulary:</u> Tenses Adverbs Relative clauses Expanded noun phrases Adjectives Nouns Verbs Modal verbs Commas Parenthesis Adverbials Punctuation Spelling</p>	<p><u>Key Vocabulary:</u> Addition Subtraction Compare Calculate Divide Multiply</p>	<p><u>Key Vocabulary:</u> Addition Subtraction Compare Calculate Divide Multiply Reason Problem solve</p>

Weekly Overview of Learning

Year Group: 3 **Week beginning: 09.10.23**

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

<p>Activities</p>	<p>In this assessment session, children will be required to show their understanding of their grammar, spelling and punctuation skills they have covered thus far. They will be answering a variety of questions. The information from these assessments will help us to plan lessons for the term for individual children and for identified groups.</p> <p>The children will complete their first GPS paper Grammar and punctuation - 50 minutes</p>	<p>In this assessment session, children will be required to show their understanding of their reading skills they have covered thus far. They will be answering a variety of questions from the reading domains. The information from these assessments will help us to plan lessons for the term for individual children and for identified groups.</p> <p>The children will complete their reading paper - 50 minutes</p>	<p>In this assessment session, children will be required to show their understanding of their spelling skills they have covered thus far. They will be writing the correct spelling for each word as it is called out. The information from these assessments will help us to plan lessons for the term for individual children and for identified groups.</p> <p>Reading paper carried over and spelling test - 50 minutes</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>Recap of arithmetic style questions - 20 minutes</p> <p>Arithmetic Test lasting 40 minutes</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 group</p> <p>Recap of reasoning style questions - 20 minutes</p> <p>Reasoning paper - 40 minutes</p>
--------------------------	--	---	---	--	--

Weekly Overview of Learning

Year Group: 3 Week beginning: 09.10.23

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

Class Text – Reading Aloud
20 mins each day

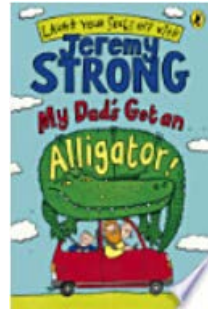
Topaz

TEXT – The BFG
Author – Roald Dahl



Sapphire

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



Turquoise

Text – Skeleton Keys
Author - Guy Bass



Lapis

Text – The beast of Buckingham palace
Author - David Walliams



Weekly Overview of Learning

Year Group: 3 Week beginning: 09.10.23

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

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Key vocabulary and key questions</p>	<p><u>LI: We are learning to add 2-digit numbers by 3-digit numbers.</u></p> <p><u>Key Vocabulary:</u> Addition Place value 2-digit 3-digit Base 10/Dienes Column methods Exchange</p> <p><u>Key Questions:</u> How can you show this question using base 10/place value counters? How can you write this calculation using the formal written method? Have you put all the digits in the correct columns? Do you need to make an exchange? What could you write in the hundreds column if there are no hundreds?</p>	<p><u>LI: We are learning to subtract a 2-digit number from a 3-digit number.</u></p> <p><u>Key Vocabulary:</u> Subtracting Place value 2-digit 3-digit Base 10/Dienes Column methods Exchange</p> <p><u>Key Questions:</u> How can you show this question using base 10? How can you write this calculation using the formal written method? Have you put all the digits in the correct columns? Do you need to make an exchange? If you cannot exchange from the tens, what should you do? What could you write in the hundreds column if there are no hundreds?</p>	<p><u>LI: We are transferring our knowledge of bonds to add and subtract to 100.</u></p> <p><u>Key Vocabulary:</u> Subtract Add Place Value $32 + 68 =$ Number bonds Base 10/Dienes Exchange 2-digit 3- digit</p> <p><u>Key Questions:</u> How many squares are there altogether? How do you know? How many full rows of each colour are there? What do you notice about the row with both colours in it? What do you notice about the total of the tens? What do you notice about the total of the ones? What is the jump to the next multiple of 10? What is the jump to 100?</p>	<p><u>LI: We are learning to solve problems using place value and number facts (PIXL THERAPY)</u></p> <p><u>Key Vocabulary:</u> Problem solving Reasoning Place value Number facts Hundreds Tens Ones Number bonds Operations (+ - x ÷)</p> <p><u>Key Questions:</u> What is place value? Why is place value important? What number facts can we recall? Why is it important to have a bank of number facts already?</p>	<p><u>LI: We are covering misconceptions in place value when adding and subtracting 1s, 10s and 100s (PIXL THERAPY)</u></p> <p><u>Key Vocabulary:</u> Descending Ascending Place Value Ones Tens Hundreds</p> <p><u>Key Questions:</u> Can you find 10 more than...? What is the next hundred? Which number is greater in value? What is the tens value in this 3-digit number? Can you identify the previous tenth value?</p>

Weekly Overview of Learning

Year Group: 3 **Week beginning: 09.10.23**







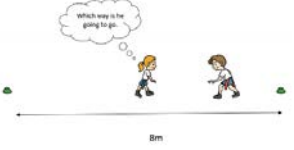

Every **week**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

Activities	<p>In this small step, children add a 2-digit number to a 3-digit number.</p> <p>The different sizes of numbers can sometimes confuse children, especially when lining up the digits in place value columns.</p> <p>Some children may find it helpful to write a zero placeholder in the absence of hundreds.</p> <p>As before, the written calculation is done alongside concrete representations. When forming the 2-digit number with concrete resources, make sure children do not assume the greatest digit is in the hundreds column.</p> <p>Ron works out $476 + 35$</p> <p>a) What mistake has Ron made?</p> <p>b) Work out the correct answer.</p> <p>Here are some digit cards.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>2</td> <td>3</td> <td>5</td> <td>7</td> <td>8</td> </tr> </table> <p>Arrange the digits to make two different additions that have just one exchange.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>H</td> <td>T</td> <td>O</td> <td></td> </tr> <tr> <td>+</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>H</td> <td>T</td> <td>O</td> <td></td> </tr> <tr> <td>+</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	2	3	5	7	8		H	T	O		+											H	T	O		+										<p>In this small step, children subtract 2-digit numbers from 3-digit numbers.</p> <p>The different sizes of numbers can sometimes confuse children, especially when lining up the digits in place value columns. Some children may find it helpful to write a zero placeholder. This step will also be the first time that children exchange from the hundreds column to the ones column in a two-part exchange because there are no tens in the original number. Make sure children exchange 1 hundred for 10 tens before exchanging one of those tens for 10 ones.</p> <p>A computer costs £558 Mrs Singh has £89 How much more money does Mrs Singh need to buy the computer?</p> <p>Tiny is working out $526 - 31$</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td></td> <td>5</td> <td>2</td> <td>6</td> </tr> <tr> <td>-</td> <td>3</td> <td>1</td> <td></td> </tr> <tr> <td></td> <td>2</td> <td>1</td> <td>6</td> </tr> </table> <p>Explain the mistake Tiny has made. Find the correct answer.</p>		H	T	O		5	2	6	-	3	1			2	1	6	<p>In this small step, children focus on fluently finding complements to 100. Previously in this block and in Year 2, children covered number bonds for ones to 10 and tens to 100, and this understanding can support finding complements to 100. A common misconception when finding a complement to 100 is to think that the ones digits bond to 10 and the tens digits bond to 100, which leads to a total of 110 rather than 100, for example $36 + 74$.</p> <p>Dexter uses a hundred square to show</p> <p>Use Dexter's method to show that the t</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px;">$32 + 68$</div> <div style="border: 1px solid black; padding: 5px;">$19 + 81$</div> </div> <p>Rosie is finding the complement of 61 to 100. Complete her workings.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>61</td> <td>+</td> <td></td> <td>=</td> <td>100</td> </tr> <tr> <td>60</td> <td></td> <td>10</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>90</td> <td></td> <td></td> </tr> </table> <p>Tommy uses a number line to find the complement of 61 to 100</p>	61	+		=	100	60		10					90			<p>In today's lesson the children will be consolidating their understanding of place value and their number facts through applying them to word problems.</p> <p>This lesson will focus on using practical apparatus (manipulatives) to support their understanding of problem solving and reasoning.</p>	<p>For today's lesson, children will be working on misconceptions when grasping the concept of adding and subtracting in 1s, 10s and 100s, including exchange.</p> <p>This lesson will focus on securing methodology and applying this knowledge to equations.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3">Place Value</th> </tr> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Place the correct symbol in the equation below:</p> <p>$191 < 109$</p> <p>greater than less than</p> <p>Calculate $53 - 9$</p> <p>50 42 44</p>	Place Value			Hundreds	Tens	Ones			
2	3	5	7	8																																																																												
	H	T	O																																																																													
+																																																																																
	H	T	O																																																																													
+																																																																																
	H	T	O																																																																													
	5	2	6																																																																													
-	3	1																																																																														
	2	1	6																																																																													
61	+		=	100																																																																												
60		10																																																																														
		90																																																																														
Place Value																																																																																
Hundreds	Tens	Ones																																																																														

Weekly Overview of Learning

Year Group: 3 **Week beginning: 09.10.23**

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

Spanish - Language Angels	ART - Kapow	PE - Get Set 4 PE
<p style="text-align: center;">Los Animales</p> <p><u>LI: We are learning how to name five animals in Spanish with the correct indefinite article (un/una).</u></p> <p>In this lesson, they are going to learn how to say five out of a total of ten animals in Spanish. The children will have the opportunity to pronounce each animal and spell the words in Spanish.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>un p_j_r_</p> </div> <div style="text-align: center;">  <p>un c__d_</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  <p>un _a_a_lo</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  <p>un l__n</p> </div> <div style="text-align: center;">  <p>un _on_j_</p> </div> </div>	<p style="text-align: center;">UNIT: Growing artists</p> <p><u>LI: We are learning to explore composition and scale to create abstract drawings.</u></p> <p style="text-align: center;">Two-week art</p> <p>In sketchbooks, the children start by drawing at least 3 rectangles on a page. These represent the paper of their final drawing. With their picture lying flat in front of them, the children use a viewfinder to move over the picture to select an interesting composition. When they have framed a section, they sketch what they can see, including the lines and outlines of shapes into one of the rectangles. As this is a piece at the end of the unit, it is a good opportunity to let them apply all they have learned and experiment with their drawing and their tools.</p> <div style="display: flex; align-items: flex-start; margin-top: 20px;"> <div style="flex: 1;"> <p>Georgia O'Keeffe</p> <p>She was an artist who was famous for her close up paintings of flowers.</p> <p>By zooming in to just a small section of an object it makes it less obvious what it is.</p> <p>In art, when people paint or draw things that look different from real life this is called Abstract art.</p> </div> <div style="flex: 1; text-align: center;">  <p style="font-size: small;">This is an image in the style of Georgia O'Keeffe</p> </div> </div>	<p style="text-align: center;">Tag Rugby</p> <p><u>LI: We are learning to track an opponent and begin to defend as a team.</u></p> <p>Children will learn how to put on their tag rugby belts. Then, in pairs with one ball and two cones placed 8m apart. One pupil, the attacker, begins at one cone with the ball, partner, the defender, starts opposite them.</p> <div style="text-align: center; margin-top: 10px;">  <p style="font-size: x-small;">8m</p> </div> <p>Football</p> <p><u>LI: We are learning to apply our football skills and knowledge to compete in a tournament.</u></p> <p>This week, pupils will be taking part in a mini football tournament (a competition involving more than two teams).</p> <div style="text-align: center; margin-top: 20px;">  </div>
<p>PSHCE - Jigsaw</p>	<p>Music - Sing Up</p>	<p>Computing - Barefoot and Teach Computing</p>

Weekly Overview of Learning

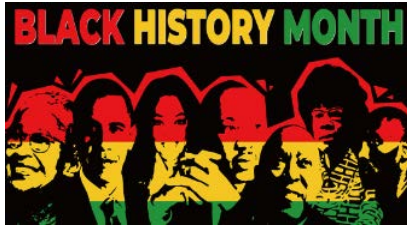
Year Group: 3 **Week beginning: 09.10.23**

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

Black History Month

LT: We are learning about significant figures from the black community for Black History Month.

In pairs the children are going to research significant figures from the black community. The children will be researching their chosen figure using relevant links from google classroom. Using their knowledge to create a poster explaining why their individual is significant.



Sound Symmetry

LT: We are learning to identify symmetry in the melody and lyrics of a song.

In music this week the children are moving onto a new topic looking at the symmetry of sound. They will be exposed to music that follows a symmetrical pattern and be asked to recognise where these patterns occur.






Lesson

LT: We are learning to recognise the physical components of a network.

In this lesson, learners will further develop their understanding of computer networks. They will see examples of network infrastructure in a real-world setting and complete a scavenger hunt around the school stating where they can find technology.

Scavenger hunt

		Where did you find it?
	Desktop computer	
	Laptop computer	
	Tablet computer	

Science - Wellington Curriculum

Topic

RE

Weekly Overview of Learning

Year Group: 3 **Week beginning: 09.10.23**

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

Animals including humans

L.T: We are learning about the importance of human nutrition.

Why is it important to have a balanced diet? What are the different food groups? In this lesson children will further develop their understanding about the importance of a balanced diet and how it affects the body. Children will discuss the different food types and identify the benefits they provide, along with the characteristics.



Unit 1 - Stone Age

L.T: We are learning about the discovery of the Cheddar Man and his significance as a historical resource.

L.T: We are learning about everyday life in the Bronze Age period and compare it to life in the Stone Age.

Children will learn about the discovery of the Cheddar Man, he was discovered many years later and helped archeologists understand life and people during the Stone Age.



Conclusion

The evidence reveals a lot about Cheddar Man's life, including when he lived, his lifestyle, age, height and appearance. However, there are still many questions to be answered. What did Cheddar Man believe? Who were his family? How did he die? Why was he found in a cave? If archaeologists and scientists find new evidence, they might be able to answer some of these questions. However, it is likely that these aspects of Cheddar Man's life will remain a mystery.

The children will complete a defining frame about the Cheddar Man, on where he could have lived, eaten, looked like and why he might have died.

Week beginning 07 October 2023
L.T: We are learning about the discovery of the Cheddar Man and his significance as a historical resource.

Why do you think the Cheddar Man was found in a cave?

Cheddar Man and his significance as a historical resource

Next, children will learn about life during the Bronze Age when humans started to change how they lived and created tools made from bronze.

The children will discuss the similarities and differences between life during the Bronze Age and the Stone Age. Children will write down the differences that they have learnt about farming, tools and settlements.

Comparing life in the Stone Age and Bronze Age

Use your knowledge of the Bronze Age to complete the table. Decide if each aspect of daily life in the Bronze Age is similar or different to daily life in the Stone Age.

Aspect of daily life	Stone Age	Bronze Age	Similar or different?
Tools and weapons	People made tools and weapons from stone, wood and bone. These tools became more complex over time. New technology also appeared, including carts with wheels, axons and ploughs for farming.		
Homes and settlements	People were nomadic or lived in temporary shelters in seasonal camps as they hunted and gathered food. People in the Neolithic started to live in more permanent settlements in homes made of wood or stone.		
Food and farming	People hunted animals and gathered plants to eat in the Palaeolithic. Farming began in the Neolithic. People grew crops to eat and kept animals for milk, meat, skins and		

Unit 1 - Hinduism

Wednesday 11th October 2023

L.T: We are learning to describe the characters and explain how they show the values of 'good' or 'bad'.

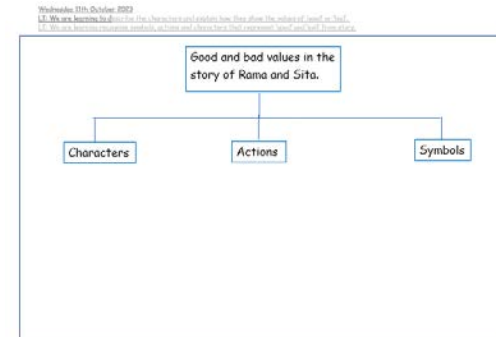
L.T: We are learning to recognise symbols, actions and characters that represent 'good' and 'evil' from the story.

Children are going to recall the story of Rama and Sita, recalling the main characters and the message of the story. The children will learn the meanings of values, and what it means to be 'good' and 'bad'.



They will think and discuss the characters, actions and symbols from that story that are 'good' and 'bad', and the values they have.

The children will fill in a categorising frame about the good and bad values within the story.



Weekly Overview of Learning

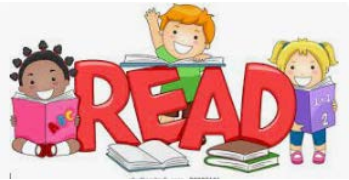
Year Group: 3 Week beginning: 09.10.23

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 in their homework books. 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.



Parents evening -

Tuesday 17th October from 3.45pm

Thursday 19th October from 4.30pm.

Stonehenge trip -

27th November (Lapis and Turquoise)

4th December 2023 (Sapphire and Topaz)