

Weekly Overview of Learning

Year Group: 3 Week beginning: 09.09.24

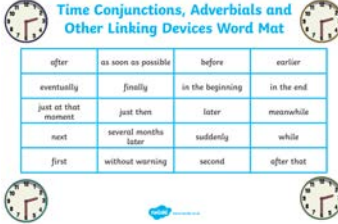




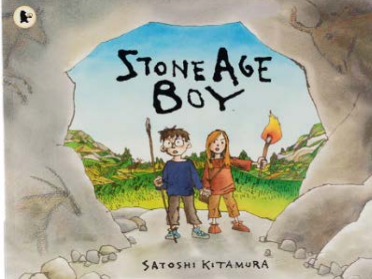




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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LT: We are writing a recount of our summer holidays using time connectives. (COLD TASK).</u></p>	<p><u>LT: We are predicting our new class text and inferring from the front cover and blurb</u></p>	<p><u>LT: We are learning to answer comprehension questions</u></p>	<p><u>LT: We are collecting adjectives for a setting description based on our new class text.</u></p>	<p><u>LT: We are collecting adjectives using our five senses to describe a setting.</u></p>
<p>Speaking and Listening Focus</p>	<p>Independent learning. Using independent learning children will write and describe the setting.</p>	<p>Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listen attentively.</p>	<p>Collaborative learning. Children will offer relevant contributions and responses in discussion. Children will listen attentively and take turns speaking</p>	<p>Collaborative learning. Think, pair, share and class discussion. Children will listen attentively and take turns speaking.</p>	<p>Collaborative learning Children will generate ideas collectively, taking turns to share and discuss their contributions.</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p><u>Key Vocabulary:</u> First Then A few days later Suddenly After a while Hours before</p> <p><u>Key Questions:</u> What did you do? Where did you go? Who did you see? What exciting foods did you eat? When were you the happiest?</p>	<p><u>Key Vocabulary:</u> Predict Inference front cover blurb Stone age Characters Setting</p> <p><u>Key Questions:</u> How can we create a good prediction using the front cover? What can we use to help us create a prediction? Why do we need to make predictions from a text? What do you think the book is about? Who do you think the main characters are? Who do you think the boy is? What are they holding?</p>	<p><u>Key Vocabulary:</u> Comprehension Questions Retrieval Recall Skill</p> <p><u>Key Questions:</u> What does retrieval mean? Have you used this skill before? Can you recall the main character? Where is the story set? Can the images in the book help you?</p>	<p><u>Key Vocabulary:</u> Adjectives Describe Crowded Busy Impressive Thriving Luscious Peaceful Idyllic</p> <p><u>Key Questions:</u> Who is in the image? What are they doing? Can you describe the colours in the image? What emotions can you use to describe the expressions on the characters' faces?</p>	<p><u>Key Vocabulary:</u> Touch Taste Crowded Smell Hear See Adjectives Verbs Nouns</p> <p><u>Key Questions:</u> What can you see? What do you think you could smell? What would you touch ? What could you hear? What might you taste?</p>

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Activities																									
<p>Activities</p>	<p>Children will be asked to independently write a recount of their summer holidays using time connectives.</p> <p>Children are required to use their prior knowledge when writing a cold task. They are expected to write independently during this task.</p>  <table border="1" data-bbox="257 598 548 726"> <tr> <td>after</td> <td>as soon as possible</td> <td>before</td> <td>earlier</td> </tr> <tr> <td>eventually</td> <td>finally</td> <td>in the beginning</td> <td>in the end</td> </tr> <tr> <td>just at that moment</td> <td>just then</td> <td>later</td> <td>meanwhile</td> </tr> <tr> <td>next</td> <td>several months later</td> <td>suddenly</td> <td>while</td> </tr> <tr> <td>first</td> <td>without warning</td> <td>second</td> <td>after that</td> </tr> </table>   	after	as soon as possible	before	earlier	eventually	finally	in the beginning	in the end	just at that moment	just then	later	meanwhile	next	several months later	suddenly	while	first	without warning	second	after that	<p>In today's lesson children will predict what the book stone age boy will be about. They will be inferring from the front cover and blurb to write down their predictions onto a thinking frame.</p> 	<p>Children will discuss the meaning of retrieval when reading a text.</p> <p>Children will read the beginning of the story called 'The Stone Age Boy'.</p>  <p>Children will answer a range of retrieval comprehension questions about the story, using the images in the book to support their answers.</p>  <p>4. Who did he meet?</p> <hr/> <hr/> <hr/> 	<p>Children will be deconstructing a setting image from their new class, using adjectives to describe the characters as well as what they see eg</p> <ul style="list-style-type: none"> ' the blazing, orange fire' ' a cosy, peaceful baby' ' dusty, aged clothes' <p>They will collect their ideas on a thinking frame, constructing expanded noun phrases with their new vocabulary.</p> 	<p>In today's lesson children will use their senses to further develop their use of adjectives and expanded noun phrases eg:</p> <ul style="list-style-type: none"> ' burnt, smokey breeze' (smell) ' rough, dry ground' (touch) ' hot, fresh soup' (taste) <p>Children will be asked to categorise their ideas so as to deepen their understanding of how to construct interesting expanded noun phrases and to organise their thought process.</p> 
after	as soon as possible	before	earlier																						
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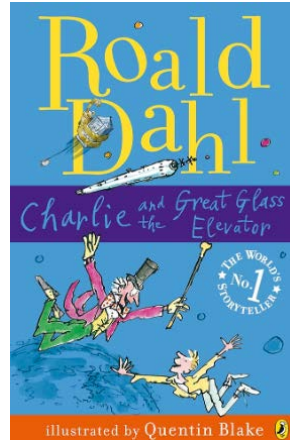
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Class Text – Reading Aloud
10-15 mins each day

Topaz

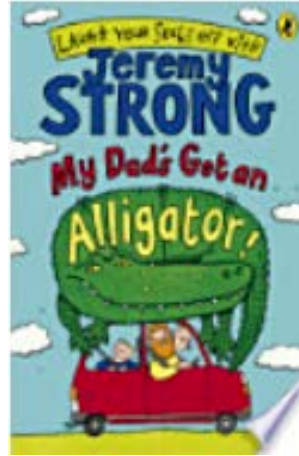
TEXT –Charlie and the Great Glass Elevator



Author – Roald Dahl

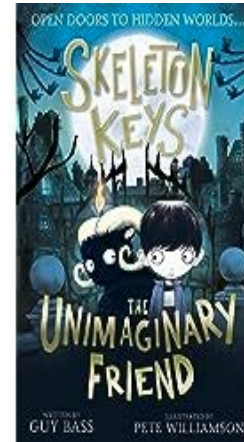
Sapphire

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



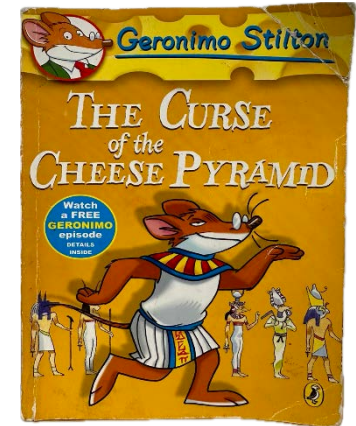
Turquoise

Text – Skeleton Keys
Author - Guy Bass



Lapis

Text – the curse of the cheese pyramid
Author - Geronimo Stilton



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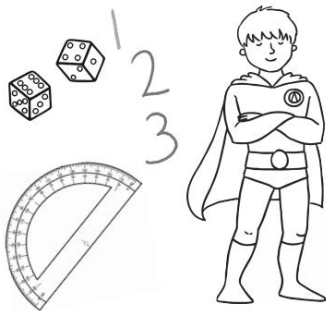





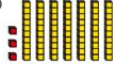
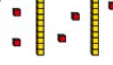
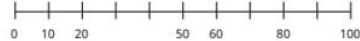

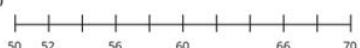
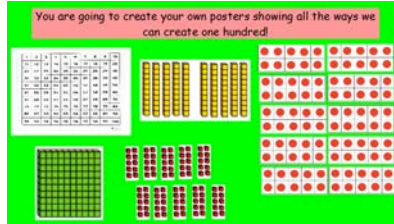
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LT: We are using our prior learning of place value to solve problems.</u></p>	<p><u>LT: We will be learning how to represent numbers to 100.</u></p>	<p><u>LT: We are learning how to partition numbers to 100.</u></p>	<p><u>LT: We are learning how to identify and estimate numbers in a number line to 100.</u></p>	<p><u>LT: We will learn different representations of hundreds and how to recognise them.</u></p>
<p>Key vocabulary and key questions</p>	<p>Key Vocabulary: Tens Ones Partition Total Represent Grouping Part Whole Key Questions: How have the beads been grouped? How does this help you to count? Is it quicker to count in ones or tens? How many tens do you have? How many do you have? How many ones make 1 ten? How else can you show this number?</p>	<p>Key Vocabulary: Tens Ones Partition Total Represent Grouping Part Whole Key Questions: How have the beads been grouped? How does this help you to count? Is it quicker to count in ones or tens? How many tens do you have? How many do you have? How many ones make 1 ten? How else can you show this number?</p>	<p>Key Vocabulary: Tens Ones Partition Total Represent Grouping Part Whole Part-whole model Key Questions: Which part do you know? How can you use the whole and this part to work out the missing part? How can you use base 10 or draw a picture to help you partition? How can you complete the part-whole model in a different way?</p>	<p>Key Vocabulary: Intervals Represent Estimate Number line Position Start point End point Equal Key Questions: What is the start point? What is the end point? How many intervals are there? What is each interval worth? What is the number line counting up in? How do you know? Where would be on the number line? How do you know? Why can you only estimate the position of ____ on the number line?</p>	<p>Key Vocabulary: Tens Ones Hundreds Intervals Represent Estimate Number line Position Start point End point Key Questions: When counting in 10s, what number comes after 90? If you count from zero in 100s, will you say 40? When counting in 100s, what comes after 500? How do you know? How many tens are there in 100? If there are 10 tens in 100, how many tens are there in 200? How does the base 10 show that 100 is 10 times the size of 10?</p>

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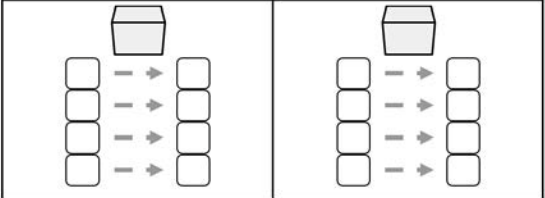
<p>Activities</p>	<p>In this lesson the children will recap their knowledge of tens and ones from year 2. Using this knowledge they will apply it to problem solving and reasoning questions to prepare them for the year 3 learning of place value.</p> <p style="text-align: center;">Year 2 Maths Number and Place Value Workbook</p> 	<p>Children have already represented numbers to 100 in Year 2. This small step provides the opportunity to revisit and consolidate their learning before moving on to numbers beyond 100. The main focus of this step is to ensure that children get a sense of the size of numbers to 100 and can see clearly the number of tens and ones each number is made up of. Children should be confident using a range of manipulatives, such as straws, a bead string and base 10, alongside their own drawings and jottings. Place value counters are not used in this particular small step, as they do not show the relative sizes of numbers, and children cannot see that 1 ten is made up of 10 ones.</p> <p>Complete the sentences.</p> <p>a)  There are <input type="text"/> tens and <input type="text"/> ones. The number is <input type="text"/></p> <p>b)  There is <input type="text"/> ten and <input type="text"/> ones. The number is <input type="text"/></p> <p>c)  There are <input type="text"/> tens and <input type="text"/> ones. The number is <input type="text"/></p> <p>d)  There are <input type="text"/> tens and <input type="text"/> ones. The number is <input type="text"/></p>	<p>In this small step, children learn what each digit represents when partitioning a number. Concrete resources are useful to help children physically explore this, as they can break a number apart and put it back together. Part-whole models can be used alongside these resources, to represent the number and its parts. It is important that children can partition numbers into tens and ones, for example 58 has 5 tens and 8 ones. They should be able to write this as an addition sentence such as $58 = 50 + 8$. Children who are confident with partitioning in this way could begin to partition flexibly, for example 58 is made up of 5 tens and 8 ones, or 4 tens and 18 ones, or 2 tens and 38 ones, and so on.</p> <p>Complete the sentences.</p> <p>a)  $64 = \text{ } \text{ tens} + \text{ } \text{ ones}$ $64 = \text{ } + \text{ }$</p> <p>b)  $83 = \text{ } \text{ tens} + \text{ } \text{ ones}$ $83 = \text{ } + \text{ }$</p> <p>c)  $25 = \text{ } \text{ tens} + \text{ } \text{ ones}$ $25 = \text{ } + \text{ }$</p>	<p>In this small step, children revisit learning from Year 2, looking at the number line to 100. It is important that children explore a variety of examples within 100, including number lines that do not start from zero and number lines with increments other than 1 or 10. Children identify or estimate the position of a given number on a number line, understanding why they can accurately position numbers that lie exactly on a division, but the position of numbers within an interval can only be estimated. When children are identifying and/or estimating the position of a number on a number line, encourage them to label the divisions to support their thinking.</p> <p>Complete the number lines.</p> <p>a) </p> <p>b) </p> <p>c) </p>	<p>In Year 2, and previous small steps, children have counted in tens within 100. This small step provides the opportunity to explore 100 explicitly for the first time. Children should be able to confidently count in 100s before looking at the structure of 100. By the end of this small step, children should understand that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10. They will then use this knowledge to explore other multiples of 100 within 1,000. By unitising the hundred, children should be able to state the number of tens that make up any 3-digit multiple of 100. Base 10 can be used to support understanding, allowing children to see the tens making up each hundred.</p> 
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Please continue logging into Doodle Maths and Times-table Rockstars regularly

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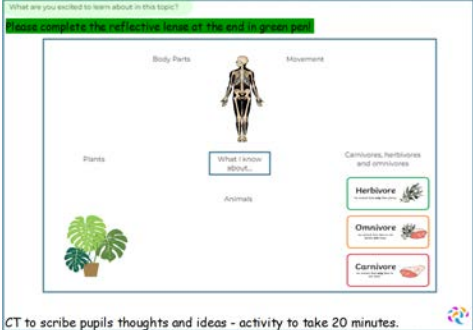
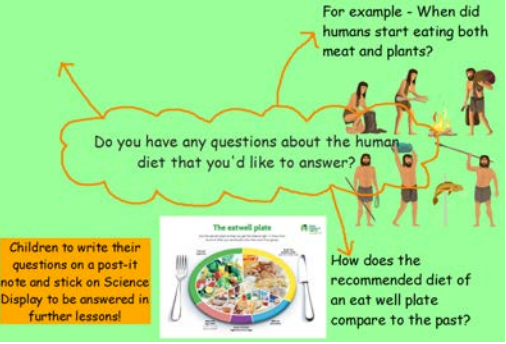


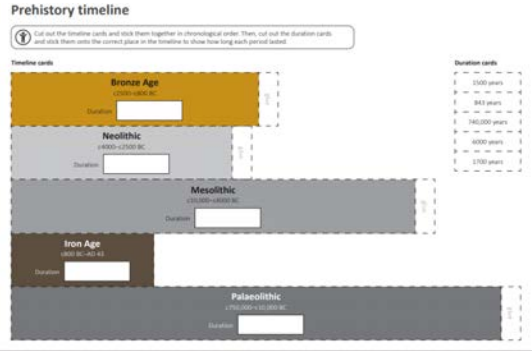
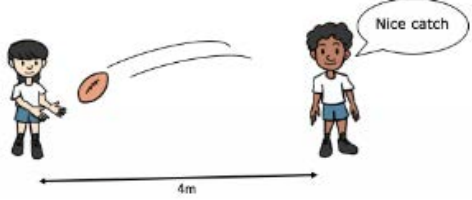

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Spanish - Language Angels	ART - Kapow	RE				
<p align="center">Aprendo Español</p> <p><u>LI: To introduce the Hispanic world and Spanish as a subject to the children.</u></p> <p>During this topic in Spanish the children will have a better understanding of Spain and the Spanish speaking world and to learn how to say some basic phrases in Spanish e.g., greetings, how they are feeling, what their name is, numbers 1-10 and colours.</p> 	<p align="center">UNIT: Growing artists</p> <p><u>LI: We are learning to recognise how artists use shape in drawing</u></p> <p>The children will look around at different items in the classroom, such as doors, windows, stationery and so on. Then draw any shapes they see in their sketchbooks. They can also record what the object was and the shape they see next to the sketch. As an extension or alternative to using pencils, the children can repeat their drawings using large scale paper and black paint or black ink.</p> 	<p align="center">Hinduism</p> <p><u>LI: We are learning to describe some key beliefs shared by Hindus.</u></p> <p>In this introductory lesson of RE the children will be learning the key beliefs of hinduism and be able to describe them with their peers.</p> <p>Use the following key words to write an explanation for the four main beliefs that Hindus share.</p> <table border="1" data-bbox="1505 542 2132 638"> <tr> <td>Truth is eternal truth, understanding, reality, knowledge</td> <td>Dharma right, actions, moral, behaviour, good, wrong, daily life, bad</td> <td>Moksha Brahma, rebirth, reunites, soul, death, god, duty, path, cycle, rebirth, liberation (freedom), devotion, goal</td> <td>Reincarnation living things, karma, rebirth, soul (atma), life, reincarnation, actions</td> </tr> </table> <p>Truth is eternal: _____</p> <p>Dharma: _____</p> <p>Moksha: _____</p> <p>Reincarnation: _____</p>	Truth is eternal truth, understanding, reality, knowledge	Dharma right, actions, moral, behaviour, good, wrong, daily life, bad	Moksha Brahma, rebirth, reunites, soul, death, god, duty, path, cycle, rebirth, liberation (freedom), devotion, goal	Reincarnation living things, karma, rebirth, soul (atma), life, reincarnation, actions
Truth is eternal truth, understanding, reality, knowledge	Dharma right, actions, moral, behaviour, good, wrong, daily life, bad	Moksha Brahma, rebirth, reunites, soul, death, god, duty, path, cycle, rebirth, liberation (freedom), devotion, goal	Reincarnation living things, karma, rebirth, soul (atma), life, reincarnation, actions			
PSHCE - Jigsaw	Music - Sing Up	Computing - Barefoot and Teach Computing				
<p align="center">Being Me in My World</p> <p><u>LI: I can set my own personal goals.</u></p> <p>In PSHCE this topic we will explore setting personal goals, understanding boundaries and positive things about ourselves and others. Children will then have their own medal and write any challenges they want to overcome this year. For example: I want to be able to make lots of friends and make good choices in class. I want to improve my handwriting and practise with my teacher.</p> 	<p align="center"><u>I've Been to Harlem</u></p> <p><u>A traditional pentatonic song about travelling around the world, full of creative possibilities.</u></p> <p><u>Children will:</u></p> <ul style="list-style-type: none"> I Began to learn the song when I was in Harlem. Listen carefully to the shape of the melody, representing the pitches using body ladder actions. Listen to Tongo and compare two different versions. <div data-bbox="840 1257 1377 1528" style="border: 1px solid black; padding: 5px;"> <p align="center">Warm-up: Echo warm-up</p> <p>Call: 'I've been to Harlem.'</p> <p>Response: 'I've been to Harlem.'</p> <p>Call: 'I've been to Dover.'</p> <p>Response: 'I've been to Dover.'</p> <ul style="list-style-type: none"> Echo sing I've been to Harlem. Listen out for the starting note changing each time. Can you copy it exactly? Which new places could we visit? </div>	<p align="center">Lesson 1 - How does a digital device work?</p> <p>This lesson introduces the concepts of input, process, and output. These concepts are fundamental to all digital devices.</p> <p>LO: To explain how digital devices function</p> <ul style="list-style-type: none"> I can explain that digital devices accept inputs I can explain that digital devices produce outputs I can follow a process <p>Processes</p> <p>Think of processes for these input/output machines.</p> 				

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Science - Wellington Curriculum	Topic	PE
<p>Animal Nutrition and Skeletal Systems</p> <p>Lesson 1: <u>LI: We are recalling our prior knowledge of animals, nutrition and the skeletal system.</u> Children will be introduced to our new science topic learning all about animal nutrition and the skeletal system. To start, the children will recall any prior knowledge they already have on the topic!</p>  <p>CT to scribe pupils thoughts and ideas - activity to take 20 minutes.</p> <p>Lesson 2: <u>LI: We are learning to be inquisitive about the world around us.</u> In this lesson the children will be asking questions about the world around them - these questions will be the basis for their exploration through this new topic and a form of assessment of their learning.</p>  <p>Children to write their questions on a post-it note and stick on Science Display to be answered in further lessons!</p>	<p>Unit 1 - Stone Age</p> <p>Lesson 1 - LI: We are learning to recall what we already know about the Stone Age.</p>  <p>Week beginning 11th September 2023 LI: We are learning to recall what we already know about the Stone Age. We are starting on our new topic all about the Stone Age! Have you heard of the Stone Age before? Do you know any facts about the Stone Age?</p> <p>Children will be introduced to the new unit about the Stone Age. Children will recall any facts they know about the Stone Age.</p>  <p>Children will complete a thinking frame.</p> <p>Children will learn the terms era, century and millennium, and what BC and AD mean. They will understand what a timeline is and how to order events chronologically. Children will order the events into order.</p>  <p>Prehistory timeline</p> <p>Timeline cards</p> <p>Duration cards</p>	<p>Unit: Tag rugby</p> <p>Lesson 1 LI: To learn the correct techniques for handling a rugby ball.</p> <p>In pairs with one ball. Player A and B move around the space, player A with the ball. When the teacher signals 'try', player A places the ball on the floor and player B picks it up and carries on running. Continue for a few rotations.</p>  <p>Unit: Football</p> <p>Lesson 1 LI: To understand the role of an attacker when in possession</p> <p>Football is an invasion game. This means that there are two teams playing against each other with the main aim of moving into their opponent's space to score goals. Sometimes you will be attacking.</p> 

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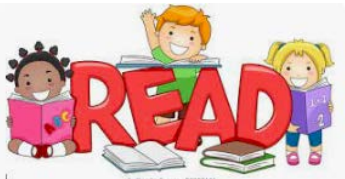
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Homework

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

Reading/Spelling and Grammar



Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.

Your teacher will check and sign your work once a week.

Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.

Try and login to **Bug Club** and **Reading Eggs**.



Spelling and dictation - Remember to try and use these words in sentences to show that you understand their meanings.

KS2 -

In year 3 the children have individualised spellings which are tested upon each week on an allocated day.

Doodle English and Doodle Spell - log in to your account at least 3 times this week.

Maths



Doodle Maths - Log on to your account at least **three times this week**.

We will be checking to see who has accessed their account the most!!

Work to reach your target - are you in the **green** zone yet?

Times Tables Rockstars:

Take part in the weekly Year 3 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

REMINDERS - trips/events/items to bring in



Please make sure your child has a glue stick and green pen for their pencil case at school - thank you.

Guided Reading

Please make sure your child has their purple task and reading book in school every day. Your child will be reading with their teacher each week.



Welcome meeting - Tuesday 17th September - 3:45pm