

Weekly Overview of Learning

Year Group: 3 Week beginning: 26.06.23







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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are writing a diary entry from the perspective of a character in our text.</u></p>	<p><u>LI: We are exploring key features of a narrative and applying these features using prompts.</u></p>	<p><u>LI: We are exploring different mystery narratives and creating resolutions to solve the problems.</u></p>	<p><u>LI: We are drafting an opening for our own mystery narratives.</u></p>	<p><u>LI: We are role playing different scenarios and solutions to aid our mystery narratives. (practical)</u></p>
<p>Speaking and Listening Focus</p>	<p>Independent learning. Peel on - peel off type learning. Children will independently create their own learning.</p>	<p>Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listen attentively.</p>	<p>Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listen attentively.</p>	<p>Independent learning. Peel on - peel off type learning. Children will independently create their own learning.</p>	<p>Social learning. Sharing different perspectives and ideas within the classroom. Applying knowledge and sharing it to solve the problem.</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p><u>Key Vocabulary:</u> Perspective Thoughts Emotions Identity Adverbs Adjectives Slavery Social class Retrieval</p> <p><u>Key Questions:</u></p> <p>What events will you include in your diary entry?</p> <p>Will you write in 1st, 2nd or 3rd person?</p> <p>What evidence can you use from the book to support your argument?</p> <p>What key features are included in diary entries?</p>	<p><u>Key Vocabulary:</u> Story mountain Beginning Middle End Narrative Genre Character Plot Setting Problem Solution</p> <p><u>Key Questions:</u></p> <p>What makes a good story?</p> <p>What key features are included in a narrative?</p> <p>What genre narratives exist?</p> <p>What is the most important feature in a narrative?</p> <p>How can these prompts support creating a short narrative?</p>	<p><u>Key Vocabulary:</u> Mystery Solve Clues Resolution Tasks Crime Risks Senses Suspense Tension Simile Metaphor</p> <p><u>Key Questions:</u></p> <p>What does suspense mean?</p> <p>How can you create tension?</p> <p>Can you write a simile or metaphor for the image provided?</p> <p>What type of sentences can you use to add detail and pace?</p> <p>Could you use your senses to help create suspense?</p>	<p><u>Key Vocabulary:</u> Hook Opening Clues Draft Thoughts Feelings Setting Characters</p> <p><u>Key Questions:</u></p> <p>Who are your main characters?</p> <p>Where is the story set?</p> <p>What is happening in the opening?</p> <p>How will you describe your characters?</p> <p>How will you describe your setting?</p> <p>How will you introduce your story?</p>	<p><u>Key Vocabulary:</u> Role play Solution Plot Scenario Mystery Narrative Clues Crime Risk</p> <p><u>Key Questions:</u></p> <p>Which scenarios from the text will you role play?</p> <p>Can you use direct quotes from the text in your scene?</p> <p>Could you retrieve information from the text to use in your dialogue?</p> <p>What characteristics are highlighted for you to use in a role?</p> <p>Will creating a rough sequence map help you direct the play?</p>

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<p>Activities</p>	<p>Today, children will write a diary entry from the perspective of a character from Thieves of Ostia, including themes and events from the text.</p> <p>Throughout the week children have participated in activities which will support their writing.</p> <table border="1" data-bbox="241 518 571 938"> <tr> <td>Uses the past tense</td> <td></td> </tr> <tr> <td>Uses first person pronouns (I, we, my, etc.)</td> <td></td> </tr> <tr> <td>Describes the writer's point of view, thoughts and feelings</td> <td></td> </tr> <tr> <td>Includes opinions as well as facts</td> <td></td> </tr> <tr> <td>Uses ambitious words to describe people and places</td> <td></td> </tr> <tr> <td>Is written in an informal style, as though speaking to someone</td> <td></td> </tr> <tr> <td>Uses time conjunctions to link events</td> <td></td> </tr> <tr> <td>Organises events into paragraphs</td> <td></td> </tr> <tr> <td>Uses inverted commas to show direct speech</td> <td></td> </tr> </table>	Uses the past tense		Uses first person pronouns (I, we, my, etc.)		Describes the writer's point of view, thoughts and feelings		Includes opinions as well as facts		Uses ambitious words to describe people and places		Is written in an informal style, as though speaking to someone		Uses time conjunctions to link events		Organises events into paragraphs		Uses inverted commas to show direct speech		<p>Today the children are exploring the key features of a narrative and applying their understanding to creating a short story based upon a prompt.</p> <p>The children will use key questioning and images to create a narrative focused on the answers to the questions.</p> <p><small>Monday, 26th June 2023 L2: We are exploring the features of a narrative and applying these features using prompts.</small></p>  <p>Where is this boy going? Why is he carrying a basket? What could happen next? Who could be another character in this story?</p>  <p>What just happened in this story? What could happen next? Why are they dressed this way? What kind of story could this be? What possible problems could these characters encounter?</p>	<p>In this lesson the children will become investigators and aim to solve different mysteries, looking for key clues and suspects. By delving into this learning the children will understand what a real mystery narrative requires and what key features to include in their own.</p> <p>Whodunnit? The Mystery of the Missing Painting</p> <p>Detective Durnitt walked towards the art gallery. Despite it being the 1st June, the sun was hidden behind grey clouds. Earlier that morning, the gallery's manager, Carlos Cabrero, had discovered that a large painting had gone missing overnight. The painting was worth a lot of money so Carlos had called for Durnitt's help.</p> <p>Durnitt walked through the door into the impressive gallery. Having no idea which room Carlos was in, they picked up a leaflet from a nearby stand.</p> 		 
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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Topaz TEXT – The boy who grew dragons Author – Andy Shepard</p> 	<p>Sapphire Text - James and the Giant Peach Author – Roald Dahl</p> 	<p>Turquoise Text – The Unimaginary Friend Author - Guy Bass</p> 	<p>Lapis Text – Aladdin Author - Elizabeth Rudnick</p> 
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Maths

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

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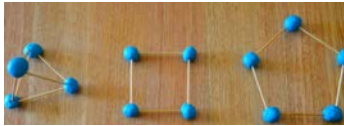
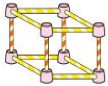
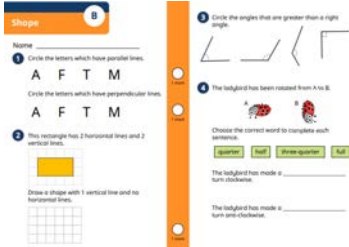
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	<u>LT: We are learning to give children opportunities to identify a shape from a description and to describe a shape</u>	<u>LT: We are learning to identify how 3D shapes are constructed and their properties.</u>	<u>END of UNIT assessment on shape</u>	<u>LT: we are learning to interpret and understand pictograms</u>	<u>LT: we are learning to draw our own pictograms and recognise the features of pictograms.</u>
Key vocabulary and key questions	<p>Key Vocabulary: 3D shapes Vertex Polygon 2-D shapes Straight lines Nets</p> <p>Key Questions: What is the name of this shape? What are the properties of a _____ ? What words could you use to describe 3-D shapes? How many edges/ faces/ vertices/ curved surfaces does a _____ have? How can you describe this shape? What is the same and what is different about the shapes?</p>	<p>Key vocabulary 3D shapes Vertex Polygon 2-D shapes Straight lines Nets</p> <p>Key questions How is a 3-D shape different from a 2-D shape? How many edges/ faces/ vertices/ curved surfaces does the shape have? What is the same and what is different about these shapes? Does the shape look the same or different if you look at it from different places?</p>	<p>Key vocabulary 3D shapes Vertex Polygon 2-D shapes Straight lines Nets Angles Edges Vertices</p> <p>Key questions What is the name of this shape? What are the properties of a _____ ? What words could you use to describe 3-D shapes? How many edges/ faces/ vertices/ curved surfaces does a _____ have? How can you describe this shape? What is the same and what is different about the shapes?</p>	<p>Key vocabulary Pictograms Bar Vertical Horizontal Symbols Value Key Half Quarter</p> <p>Key questions What information is shown in the pictogram? What symbols are used in the pictogram? What does the key tell you? What is the value of each symbol? What is the value of half/quarter of a symbol? What is the value of the symbols for ? Why do the symbols need to be the same size?</p>	<p>Key vocabulary Pictograms Bar Vertical Horizontal Symbols Value Key</p> <p>Key questions What is this data about? How could you represent it? What symbol are you going to use? Why? What value will each symbol have? Can you use half a symbol? What value would this have? Why do you need to include a key?</p> <p>Children need to think carefully about how the data could be presented using</p>

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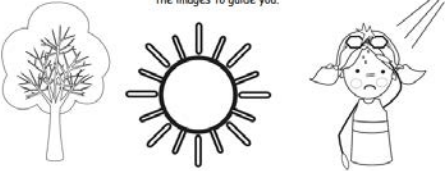

<p>Activities</p>	<p>In this lesson children will complete a range of stem practical activities to describe different shapes. Emphasis will be placed on using the correct vocabulary and sentence stems above to support children's understanding.</p>  	<p>In this lesson children will be encouraged to continue to use mathematical language to describe the shapes they have made to help reinforce their earlier learning. Examples of mathematical language should include: edges, faces, vertices, curved surfaces, parallel, perpendicular, horizontal, vertical and the names of 2-D shapes that are faces of 3-D shapes.</p> <p>Aisha has made a cuboid using straws and marshmallows.</p> <ul style="list-style-type: none"> ▶ What did she use to make the edges of the cuboid? How many edges does the cuboid have? ▶ What did she use to make the vertices of the cuboid? How many vertices does the cuboid have? 	<p>The children will be having their end of unit assessment on shapes. They will then peer mark each other's work. Once the assessment is finished and marked, teachers will go through any gaps within the assessment.</p> 	<p>Children ask and answer questions about information presented in both horizontal and vertical pictograms. Encourage them to think carefully about why a particular symbol has been chosen and its relationship to the data being presented. It is important that children understand the value of each symbol and what it means when a half, quarter or three-quarter symbol is used. An understanding of the key is therefore a crucial element of understanding the data. Children revisit and extend their knowledge of constructing their own pictograms in the next step.</p> <table border="1" data-bbox="1400 767 1648 948"> <thead> <tr> <th>Flower</th> <th>Number found</th> </tr> </thead> <tbody> <tr> <td>dandelion</td> <td></td> </tr> <tr> <td>rose</td> <td></td> </tr> <tr> <td>tulip</td> <td></td> </tr> <tr> <td>daisy</td> <td></td> </tr> </tbody> </table> <p>Key = 4 flowers</p>	Flower	Number found	dandelion		rose		tulip		daisy		<p>a pictogram. Initially, it may be beneficial for children to use counters and printed grids to present data before moving on to choose their own appropriate symbols to match the topic of the data. They need to select a symbol that is easily replicated and be able to divide it into half, quarter and three-quarter symbols. Remind them that they always need to show the numerical value of a full symbol in a key. Children should practise presenting data both horizontally and vertically</p> <table border="1" data-bbox="1816 699 2074 847"> <thead> <tr> <th>Group</th> <th>Apples</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>3</td> <td></td> </tr> <tr> <td>4</td> <td></td> </tr> </tbody> </table> <p>Key = 8 apples</p>	Group	Apples	1		2		3		4	
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Please continue logging into Doodle Maths and Times-table Rockstars regularly

Spanish - Language Angels	ART - Kapow	PE - Get Set 4 PE
<p style="text-align: center;">Las Estaciones (Seasons)</p> <p><u>LI: We are learning all about what happens in summer and will also learn how to say a short sentence about this season in Spanish.</u></p> <p>The focus of this lesson is therefore not just on learning this sentence about spring in Spanish, but to use this new vocabulary to further improve their understanding of the world and the changes in their environment.</p> <div data-bbox="174 643 667 973"> <p>Nombre: _____</p> <p>Instructions: Rearrange the words in the box below to write a short phrase about summer in Spanish using the images to guide you.</p>  <hr/> <p>Hace calor hace sol y En verano</p> </div>	<p style="text-align: center;">Sculpture</p> <p><u>LI: We are learning how to manipulate shapes to create abstract forms. (carried over from previous week)</u></p> <p>This week we are focusing on understanding how manipulating shape can create abstract forms and developing drawings as part of the sculpture planning process.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can identify 2D shapes in photos of 3D objects. • I can identify shapes in the background space between objects (negative space). • I can use drawings to plan a sculpture. <div data-bbox="1014 762 1435 986">  </div>	<p style="text-align: center;">Unit: Athletics - Lesson 4</p> <p><u>LI: To develop throwing for distance and accuracy.</u></p> <p>This week pupils will stand 3-4m apart and practise two-handed push passes to each other. They will begin by holding the ball in two hands at your chest, follow the direction of the ball with their arms and fingers, step forwards into your pass to get power. Transfer your weight from your back foot to their front foot.</p> <p style="text-align: center;">Unit Football - Lesson 4</p> <p><u>LI: To apply attacking skills to move towards a goal.</u></p> <p>This week pupils work in their groups of six and discuss questions below as a group after playing a 6 a side game:</p> <ul style="list-style-type: none"> • What options did you have when you were in possession of the ball? <i>Pass, dribble, shoot.</i> • How did you decide on the best option when you had the ball? • Did this change when defenders were introduced?
PSHCE - Jigsaw	Music - Sing Up	Computing - Barefoot and Teach Computing

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Changing Me

LI: We are learning to recognise stereotypical ideas about parenting and family roles.

This week the children will be delving into stereotypes and the different roles of men and women in the home. The children will question what stereotypes they have of genders and why these stereotypes are around.

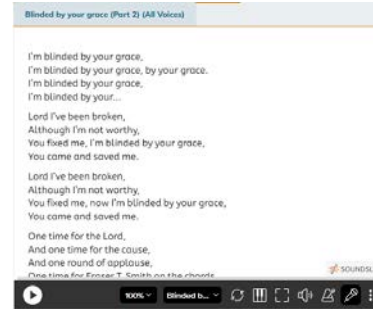
Questions:

1. Do you agree with stereotypes?
2. Can ideas be challenged?
3. How does it feel when your ideas are challenged?

Chilled out clap rap

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

LI: We are learning to create a performance for 'Blinded by your Grace'.



Unit - Programming B - Events and actions in programs

LI: We are learning to develop my program by adding features (L4)

Success Criteria:

- I can identify additional features (from a given set of blocks)
- I can choose suitable keys to turn on additional features
- I can build more sequences of commands to make my design work

In this lesson, learners will be given the opportunity to use additional Pen blocks. They will predict the functions of new blocks and experiment with them, before designing features to add to their own projects. Finally, they will add these features to their projects and test their effectiveness.

Science - Wellington Curriculum

Geography

RE

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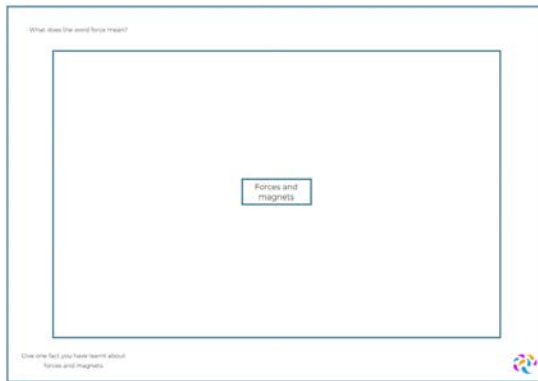
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Unit: Forces and Magnets
(carried over from previous week)

LI: We are learning to reconsolidate our learning about forces and magnets

We will be ending our forces and magnets topic with a thinking frame to write about everything we have learnt during the term. The children will then complete an end of unit assessment afterwards which they will peer mark.



4. Sort the materials into magnetic and non-magnetic.

paper	glass	steel	copper
iron	plastic	aluminium	

Magnetic	Non-magnetic

Topic - Eurozone

LI: We are learning to use maps and answer questions related to the Equator and Tropics.

This week children will draw on prior knowledge from Year 2 of continents. They will name and locate the 7 continents and 5 oceans on a world map. Children will then build on that knowledge and understand why we have seasons and climate around the equator and identify countries that pass through the Tropic of Cancer.

Thursday 29th June 2023

LI: We are learning to use maps and answer questions related to the Equator and Tropics.

Name one fact you have learnt so far this lesson - Tell your partner!

The four seasons happen because of the tilt of the Earth's axis. At different times of the year, the sun's rays hit different parts of the globe more directly.

The Tropic of Capricorn runs through 10 countries: Namibia, Botswana, South Africa, Mozambique, Madagascar, Australia, Chile, Argentina, Paraguay, and Brazil.

The Tropic of Cancer passes through 16 countries: Algeria, Niger, Libya, Egypt, Saudi Arabia, United Arab Emirates, Oman, India, Bangladesh, Myanmar, China, Taiwan, Mexico, Bahamas, Mauritania and Mali.

Unit: Hinduism

LI: We are learning about special celebrations in Hinduism.

This week in RE, children will be delving into the ancient tales of Hinduism to understand the morals behind the celebrations which continue today. Children will learn about Diwali, Holi, Navaratri to name a few. Throughout the lesson, children will be documenting their findings on the activity sheet.



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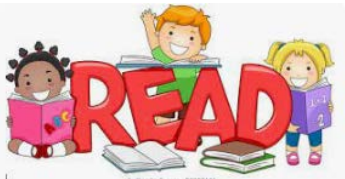
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Homework

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.

