

Weekly Overview of Learning

Year Group: 3 Week beginning: 10.06.24




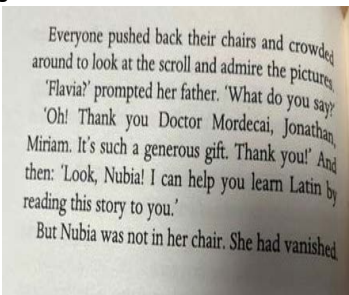

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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
Speaking and Listening Focus	<p>Individual Learning</p> <p>Peel on - peel off type learning. Children will independently create their own learning.</p>	<p>Individual Learning</p> <p>Peel on - peel off type learning. Children will independently create their own learning.</p>	<p>Collaborative learning.</p> <p>Think, pair, share and class discussion. Children will take turns in speaking and listen attentively</p>	<p>Individual Learning</p> <p>Children will complete independent learning/writing tasks.</p>	<p>Collaborative learning.</p> <p>Think, pair, share and class discussion. Children will take turns in speaking and listen attentively.</p>
Key vocabulary and Key Blooms higher order thinking questions	<p>Key Vocabulary: Editing Upscale Joined up handwriting Diary entry Recall Character Thoughts Feelings Introduction Sign off Fronted adverbials Expanded noun phrases</p> <p>Key Questions: What events will you include in your diary entry?</p> <p>Will you write in 1st, 2nd or 3rd person? What evidence can you use from the book to support your</p>	<p>Key Vocabulary: Comprehension Questions Inference Explain Retrieve Summarise Thieves of Ostia Flavia Nubia</p> <p>Key questions: In scroll III, what were Flavia and Marcus going to buy and why?</p> <p>Who is Venalicius? Why is Flavia so scared?</p> <p>What words does Flavia use to describe Venalicius? (page 23)</p> <p>Who were the people coming out of the ship?</p>	<p>Key vocabulary</p> <p>Scientific vocabulary linked to the various topics during the workshops.</p>	<p>Key Vocabulary: Thieves of Ostia Chapter Nubia Flavia Jonathan Doctor Mordecai Scroll V</p> <p>Key Questions: What has happened in the book so far?</p> <p>Who are the main characters?</p> <p>Who is Nubia?</p> <p>Where could Nubia have gone?</p> <p>What do you think will happen next?</p> <p>Can you write the next chapter of the book?</p>	<p>Key Vocabulary: Character Description Personality Appearance Nubia Thieves of Ostia Chapter 1, 2 and 3 Adjectives Expanded noun phrases Similes Metaphors</p> <p>Key Questions: How would you describe Flavia's personality?</p> <p>How would you describe Flavia's appearance?</p> <p>What evidence is stated in the book to support your character description?</p> <p>How could you up-level any simple</p>

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	argument?				adjectives?																		
<p>Activities</p>	<p>Following on from the last lesson, the children will read a model diary entry and then edit their own.</p>  <p>They will use their success criteria to ensure their writing has a range of writing features.</p> <table border="1" data-bbox="248 766 586 933"> <thead> <tr> <th>Success Criteria</th> <th>Tick</th> </tr> </thead> <tbody> <tr> <td>Joined up handwriting</td> <td></td> </tr> <tr> <td>Past tense</td> <td></td> </tr> <tr> <td>First person</td> <td></td> </tr> <tr> <td>Thoughts and feelings</td> <td></td> </tr> <tr> <td>Facts</td> <td></td> </tr> <tr> <td>Expanded noun phrases</td> <td></td> </tr> <tr> <td>Fronted adverbials</td> <td></td> </tr> <tr> <td>Paragraphs</td> <td></td> </tr> </tbody> </table>	Success Criteria	Tick	Joined up handwriting		Past tense		First person		Thoughts and feelings		Facts		Expanded noun phrases		Fronted adverbials		Paragraphs		<p>The children will answer a range of comprehension questions relating to the book.</p>  <p>The teacher will model how to answer the questions by underlining the key words, using the evidence in the text and answering in full sentences. Using the model example, the children will answer the comprehension questions.</p>	<p><i>Science Dome explores science, geology and geography in an interactive way using the latest full dome 360 degree projection equipment.</i></p> <p><i>Science Dome will be providing an additional science resource and presenting a different learning experience to children.</i></p> <p><i>There will be fully digital mobile planetarium and natural history shows, utilising a purpose-built mobile dome situated in our school hall.</i></p> 	<p>The children will recap what they have previously read in chapter 1, 2, 3 and 4. The children will look at the ending paragraph from chapter 4. They are going to think, pair, share their ideas on what they think happened to Nubia and where she could have gone.</p>  <p>As their cold task, children will write up the next chapter based on Nubia and where she could have gone.</p>	<p>The lesson will begin with the children recalling chapter 1 and 2, and reading chapter 3. They will be retrieving adjectives to describe Nubia's appearance and personality.</p> <p>The children will collect adjectives and expanded noun phrases to describe Nubia and complete their role on the wall sheet.</p> 
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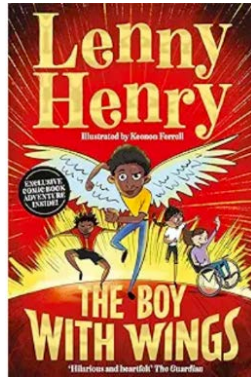
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Class Text – Reading Aloud
20 mins each day

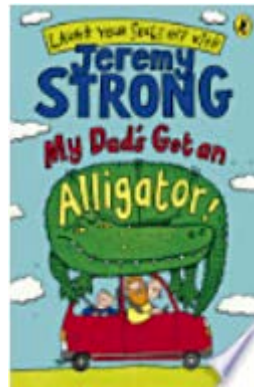
Topaz

TEXT – The Boy with Wings
Author – Lenny Henry



Sapphire

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



Turquoise

Text – The Danger Gang
Author - Tom Fletcher



Lapis

Text – Fable House
Author - E.L. Norry



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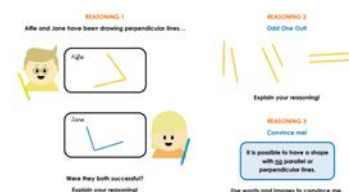


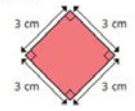
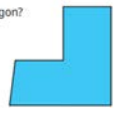
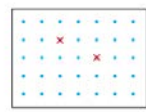









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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LT: We are learning find and identify parallel and perpendicular lines (Practical)</u>	<u>LT: We are learning to find and identify parallel and perpendicular lines.</u>	<u>LT: We are learning to describe the properties of 2-D shapes.</u>	<u>LT: We are learning to draw polygons (2-d shapes)</u>	<u>LT: We are learning to recognise and describe 3-D shapes.</u>
Key vocabulary and key questions	<p><u>Key vocabulary</u> Parallel Perpendicular Lines Straight Horizontal Vertical Diagonal</p> <p><u>Key questions</u> What are parallel lines?</p> <p>Are these pairs of lines parallel? Why/why not?</p> <p>What are perpendicular lines?</p> <p>Are these pairs of lines perpendicular? Why/why not?</p> <p>Where might you see sets of parallel lines in the world around you?</p> <p>Where can you see sets of parallel and perpendicular lines in the classroom?</p>	<p><u>Key vocabulary</u> Parallel Perpendicular Lines Straight Horizontal Vertical Diagonal</p> <p><u>Key questions</u> What are parallel lines?</p> <p>Are these pairs of lines parallel? Why/why not?</p> <p>What are perpendicular lines?</p> <p>Are these pairs of lines perpendicular? Why/why not?</p> <p>Where might you see sets of parallel lines in the world around you?</p> <p>Where can you see sets of parallel and perpendicular lines in the classroom?</p>	<p><u>Key vocabulary</u> 2D Shapes Properties Edges Vertices Faces Angles Right Angle Obtuse Angle Acute Angle</p> <p><u>Key questions</u> What is the name of this shape? How do you know?</p> <p>What are the properties of a _____ ?</p> <p>Does a _____ always look like this? Give some examples.</p> <p>How many angles does a have?</p> <p>How many lines of symmetry does a have?</p> <p>What types of lines are in a ?</p> <p>How can you describe this shape?</p> <p>What types of angles can you see on the shape?</p>	<p><u>Key vocabulary</u> 2D Shapes Properties Edges Vertices Angles Measure Accurate</p> <p><u>Key questions</u> What equipment do you need to draw a polygon?</p> <p>How can you tell if a shape is a polygon or not?</p> <p>Where will you draw the final vertex on the dotted paper?</p> <p>How can you accurately draw a ?</p> <p>How do you know that you have drawn a ?</p> <p>Is there more than one way to draw a ?</p> <p>Can you draw a polygon without a ruler? Why/why not?</p>	<p><u>Key vocabulary</u> Cube Sphere Cuboid Square shape Pyramid Pentagonal prism Edges Vertices Faces</p> <p><u>Key questions</u> What is the name of this shape?</p> <p>What are the properties of a ?</p> <p>What words could you use to describe 3-D shapes?</p> <p>How many edges/faces/vertices/curved surfaces does a have?</p> <p>How can you describe this shape?</p> <p>What is the same and what is different about the shapes?</p>

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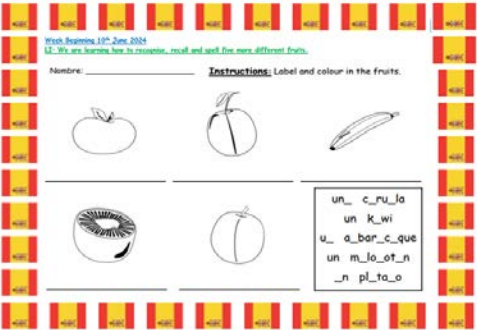

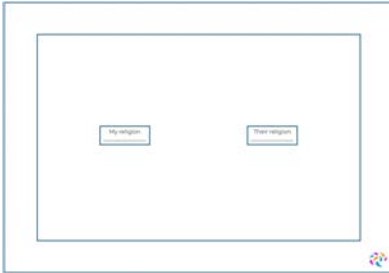

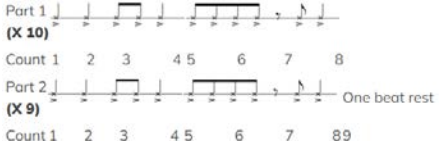
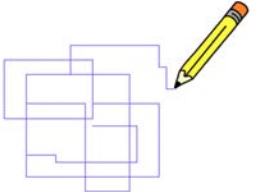
<p>Activities</p>	<p>In this small step, children find and identify parallel and perpendicular lines in a range of practical contexts. Children learn that parallel lines stay the same distance apart and never meet, whereas perpendicular lines meet at a right angle. Give them the opportunity to think about where they may find parallel and perpendicular lines in the world around them. Children are exposed to examples and non-examples of parallel and perpendicular lines to support their understanding. They learnt about horizontal and vertical lines in the previous step, but ensure that they are also presented with lines that are not horizontal and vertical to avoid any potential misconceptions.</p> 	<p>In this small step, children find and identify parallel and perpendicular lines in a range of practical contexts. Children learn that parallel lines stay the same distance apart and never meet, whereas perpendicular lines meet at a right angle. Give them the opportunity to think about where they may find parallel and perpendicular lines in the world around them. Children are exposed to examples and non-examples of parallel and perpendicular lines to support their understanding. They learnt about horizontal and vertical lines in the previous step, but ensure that they are also presented with lines that are not horizontal and vertical to avoid any potential misconceptions.</p> <p>Here is a line. Draw a line that is not parallel to it.</p>  <p>Here is a line. Draw a line that is parallel to it.</p> 	<p>In this step Children describe the properties of shapes, including types of angles, lines, symmetry and lengths of sides. Give them opportunities to identify a shape from a description and to describe a shape for a partner to identify. It is important for children to recognise that 2-D shapes are flat and that the manipulatives they may handle in class are representations of the shapes.</p> <p>a) Draw three quadrilaterals. What do you notice about all the shapes you have drawn? b) Is this shape a square?</p>  <p>How do you know that this shape is a hexagon?</p> 	<p>Building on the previous steps in this block, children use their knowledge of the properties of shapes to accurately create and draw 2-D shapes. Building on learning from Year 2, children begin by using geoboards and elastic bands to explore how to make shapes, before using dotted paper to draw them using a pencil and a ruler.</p> <p>They then move on to drawing shapes accurately with a ruler when given the measurement for each length. Children should use their knowledge of vertices and sides to ensure that their drawings are accurate. Children should recognise that there is more than one way to draw a shape, for example a hexagon can be any enclosed shape that has 6 straight sides and 6 vertices.</p> <p>Mark the missing vertices of this quadrilateral so that there is one set of parallel lines.</p> 	<p>In this small step, children recap their understanding of 3-D shapes from Year 2 and describe shapes in terms of their properties. Children recognise and name a variety of 3-D shapes in different orientations.</p> <p>They then use mathematical language to describe shapes by identifying the number of faces, edges and vertices. Provide children with the opportunity to handle 3-D shapes to help them identify and remember the shape's properties. Where a shape has a curved surface, children should know that this is not a face. For example, a cylinder has two flat circular faces and one curved surface</p> <p>Complete the table.</p> <table border="1" data-bbox="1814 885 2195 1157"> <thead> <tr> <th>3-D shape</th> <th>Number of edges</th> <th>Number of faces</th> <th>Number of vertices</th> <th>Number of curved surfaces</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></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> </tbody> </table>	3-D shape	Number of edges	Number of faces	Number of vertices	Number of curved surfaces															
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Please continue logging into Doodle Maths and Times-table Rockstars regularly

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Spanish - Language Angels	ART - Pop up art	RE
<p style="text-align: center;"><u>Unit - Fruits</u></p> <p><u>LT: We are learning how to recognise, recall and spell five more different fruits.</u></p> <p>In this lesson, the children will learn how to recognise, write and spell 5 different fruits: peach, plum, banana, kiwi and apricot in Spanish.</p> 	<p style="text-align: center;"><u>Unit - Pop up art</u></p> <p><u>LT: We are exploring paintings and art work which links to our curriculum topic of volcanoes.</u></p> <p>Following last week's lesson the children will be adding colour to their art work, the children will be using watercolour paint to go over the black lines, this will then make the art work stand out just like Andy Warhol.</p> 	<p style="text-align: center;"><u>Our Religion, Our Belief</u></p> <p><u>LT: We are learning to compare our beliefs and religion to the people around us.</u></p> <p>In this lesson the children will be directly comparing their beliefs to those of a peer from a different religion. They will compare and discuss similarities and differences between their beliefs.</p> 
PSHCE	Music - Sing Up	Computing - Teach Computing
<p style="text-align: center;"><u>Unit: Changing me</u></p> <p><u>LT: We are learning where babies grow and what is needed to ensure they grow healthily.</u></p> <p>In this week's lesson the children will learn what babies need in order to help them grow, such as food and warmth. The children will create their own defining frame for how babies grow and what helps them grow!</p> 	<p style="text-align: center;"><u>Chilled out clap rap</u></p> <p>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.</p> <p><u>LT: We are exploring how to create a collective clapping rhythm with offbeat accompaniments.</u></p> <p>Children will:</p> <ul style="list-style-type: none"> Learn a football rhythm piece. Clap an offbeat accompaniment. Perform the song in three groups. 	<p style="text-align: center;"><u>Unit - Programming B - Events and actions in programs</u></p> <p><u>LT: We are learning to adapt a program to a new context</u></p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can use a programming extension I can consider the real world when making design choices I can choose blocks to set up my program <p>This lesson will introduce learners to extension blocks in Scratch using the Pen extension. Learners will use the pen down block to draw lines, building on the movement they created for their sprite in Lesson 2. Learners will then decide how to set up their project every time it is run.</p> 

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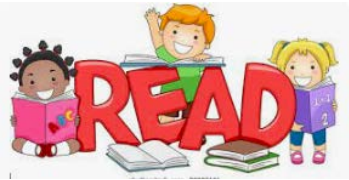
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Homework

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.



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.



Reminders:
Wellifest - 13th June at school
VR workshop - 19th June