

Weekly Overview of Learning

Year Group: Year 3 Week beginning: 13.01.25

Every Tuesday, 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	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Reading and Writing</p>	<p><u>LI: We are learning to identify poster features.</u></p>	<p><u>LI: We are learning to create our own informative poster about refugees (HOT TASK).</u></p>	<p><u>LI: We are exploring the contrasting thoughts and feelings of Idris before and after he met the Wisp.</u></p>	<p><u>LI: We are recapping the key features of a letter to draft a letter using the perspective of Idris.</u></p>	<p><u>LI: We are writing our letter to our friend using the perspective of Idris explaining his transition of emotions before and after the wisp.</u></p>
<p>Speaking and Listening Focus</p>	<p>Language of description It looks/feels/sounds/smells like... It appears to be... because... It seems to be... as... I think it looks like... due to... It reminds me of... because / therefore / meanwhile... Why? How? What? Tell Me About...</p>	<p>Language of description It looks/feels/sounds/smells like... It appears to be... because... It seems to be... as... I think it looks like... due to... It reminds me of... because / therefore / meanwhile... Why? How? What? Tell Me About...</p>	<p>Language of explanation. Children will be comparing how Idris was before and after seeing the Wisp</p>	<p>Language of retelling. Children will draft their letter to a friend using key vocabulary they learnt during the week. Cautiously I bounded towards Courageously I ambled As a result of... Meanwhile... I remember that... Then this happened... Later on... Eventually ... Unfortunately... Luckily...</p>	<p>Language of sequencing. Children will use time connectives as well as powerful verbs to recount events from the text. Occasionally Certainly Exclaimed Glanced Speculated Ambled minuscule bewildered</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p><u>Key Vocabulary: (specific to lesson)</u></p> <ul style="list-style-type: none"> Heading Subheading Information Pictures Contact details <p><u>Key questions:</u></p> <ul style="list-style-type: none"> What should be included in a poster? 	<p><u>Key Vocabulary: (specific to lesson)</u></p> <ul style="list-style-type: none"> Heading Subheading Information Pictures Contact details Refugee Protection <p><u>Key questions:</u></p>	<p><u>Key Vocabulary: (specific to lesson)</u></p> <ul style="list-style-type: none"> Similar Different Happy Excited Delighted Hopeful Upset Disheartened <p><u>Key questions:</u></p> <ul style="list-style-type: none"> How do we know Idris is a 	<p><u>Key Vocabulary: (specific to lesson)</u></p> <ul style="list-style-type: none"> Address Recipient address Opening/greeting Main information Closing Date <p><u>Key questions:</u></p> <ul style="list-style-type: none"> What are the features of a letter? How do we start a letter? What has happened in the 	<p><u>Key Vocabulary: (specific to lesson)</u></p> <ul style="list-style-type: none"> Before After Wisp Excited Mesmerised Hopeful <p><u>Key questions:</u></p> <ul style="list-style-type: none"> How did Idris feel before the Wisp?

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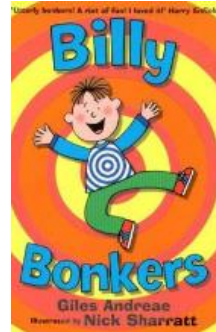
	<ul style="list-style-type: none"> • What is a poster? • Who is a poster for? What is good about the poster? • What could be improved? • Does it give information about refugees? 	<ul style="list-style-type: none"> • What should be included in a poster? • What is a poster? • Who is a poster for? What is good about the poster? • What could be improved? • Does it give information about refugees? 	<p>refugee?</p> <ul style="list-style-type: none"> • What do you think Idris was feeling before he saw the Wisp? • How did he feel after seeing the Wisp? • Did we notice if any of the feelings are the same? 	<p>story?</p> <ul style="list-style-type: none"> • How do you think Idris felt? 	<ul style="list-style-type: none"> • How did he feel after the Wisp? • What do you think Idris thought about when he held the Wisp?
<p>Activities</p>	<p>In the lesson, children will be identifying the features of a poster, which they will then use to draft up a poster as a class about refugees.</p> <p><u>Monday 13th January 2025</u> <u>LT: We are learning to identify poster features.</u></p>	<p>In the lesson, the children will be creating a poster for their Hot Task about refugees, using the class example they drafted the previous day.</p>	<p>In the lesson, children will be looking into how the character Idris was feeling and think before and after he had met the Wisp. Children will be using comparative language, adjectives and expanded noun phrases.</p>	<p>In the lesson, children will be drafting a letter from the perspective of Idris to a 'friend' explaining the different thoughts and feelings of Idris throughout the book.</p>	<p>In the lesson, children are going to use their drafts to create a full letter to our friend, telling them all about our changes in emotions from the perspective of Idris.</p>

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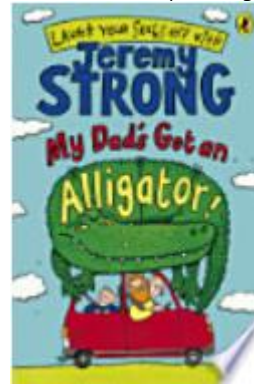
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**Book Buzz – Reading
Aloud and Activities –
20 mins each day**

Topaz
TEXT - Billy Bonkers
Author - Giles Andreae



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



Turquoise
Text - The Danger Gang
Author - Tom Fletcher



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



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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning how multiplication and division link together.</u>	<u>LI: We are learning to divide a 2-digit number by a 1-digit number (no exchange)</u>	<u>LI: We are learning to divide a 2-digit number by a 1-digit number (with exchange)</u>	<u>LI: We are learning what scaling is and comparing differences in scales.</u>	<u>LI: We are learning how many ways we can create different combinations.</u>
Key vocabulary and key questions	<p><u>Key vocabulary</u> Multiplication Division Inverse Operation Commutativity Link Similar Different</p> <p><u>Key questions</u> What is the same and what is different about the two calculations? How can you show the calculation using place value counters/base 10? How is multiplying by 10s different from multiplying by 1s? What division facts do you know by using the fact _____ × _____ = _____?</p>	<p><u>Key vocabulary</u> Divide 1-Digit 2-Digit No exchange Equal groups Partitioning Sharing Grouping</p> <p><u>Key questions</u> What is _____ partitioned into tens and ones? What is shared _____ into _____ equal groups? How can the place value counters help you divide _____ by _____? How can you use the part-whole model to work out the division? What is divided _____ by _____?</p>	<p><u>Key vocabulary</u> Divide 1-Digit 2-Digit Exchange Remainders Partitioning Sharing Grouping</p> <p><u>Key questions</u> Do you need to exchange any tens for ones? Is there a remainder? • How can place value counters help you divide _____ by _____? • How do you know _____ divided by _____ will have a remainder? Can a remainder ever be greater than the number you are dividing by?</p>	<p><u>Key vocabulary</u> Multiplication Scaling ___ times the size of Greater Smaller Repeated addition Column method Bar model Dienes Place value chart</p> <p><u>Key questions</u> What number is 10 times the size of ? What number is times the size of ? What length is times as long as ? What time is times as long as ? Which is the larger object? How many times larger is it? How can you show the problem as a bar model?</p>	<p><u>Key vocabulary</u> Correspondence problems Multiplication Combinations Possibilities Total Calculate Dienes Counters</p> <p><u>Key questions</u> How can you show the possibilities in a table? In what order should you list the possibilities? Starting with, how many combinations can you make? How do you know you have found all the ways? How many combinations are there?</p>

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Activities

In this small step, children develop their understanding of related facts from earlier in the block, with a focus on linking multiplication and division facts. In particular, children explore what happens when a number within a calculation is multiplied by 10 and how this affects the answer. They use these facts by unitising in tens, for example using $8 \times 2 = 4$ to derive 8 tens $2 = 4$ tens, so $80 \times 2 = 40$.

What multiplication and division facts does the array show?



___ × ___ = ___
 ___ × ___ = ___
 ___ ÷ ___ = ___
 ___ ÷ ___ = ___

What multiplication and division facts does the array show?



___ × ___ = ___
 ___ × ___ = ___
 ___ ÷ ___ = ___
 ___ ÷ ___ = ___

What is the same and what is different about these arrays?

In this small step, children build on their knowledge of times-tables and division facts, using these to support them when dividing a 2-digit number by a 1-digit number. This step focuses on partitioning a number into tens and ones and sharing into equal groups, dividing numbers that do not involve exchanging or remainders. For example, $63 \div 3 = 21$, can be partitioned into 60 and 3 and then shared into three equal groups: $60 \div 3 = 20$ and $3 \div 3 = 1$, therefore $63 \div 3 = 21$.

There are 63 crayons.



- ▶ Share the crayons into three equal groups. Use a place value chart and some counters to help you.
- ▶ Complete the sentences.
 $6 \text{ tens} \div 3 = \text{___ tens}$
 $3 \text{ ones} \div 3 = \text{___ one}$
 $63 \div 3 = \text{___}$

In this small step, children continue to divide a 2-digit number by a 1-digit number. They apply their knowledge from the previous small steps and also make links between division and repeated subtraction, building on earlier learning. Children look at calculations that may involve exchanging between the tens and ones, and that have a remainder. This will be the first time children have encountered remainders, so they will need to be explicitly taught the notation, for example $43 \div 3 = 14 \text{ remainder } 1$ or 14 r1.

Esther has 13 lolly sticks.

She uses them to make squares.

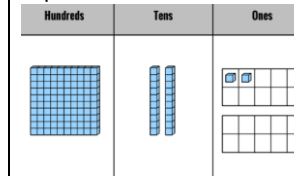


Complete the sentences.

- There are ___ lolly sticks.
 There are ___ groups of 4
 There is ___ lolly stick remaining.
 $13 \div 4 = \text{___ remainder ___}$
 Esther can make ___ squares.

In this small step, children develop their understanding of multiplication by focusing on scaling as opposed to repeated addition.

Children will use Dienes and place value charts to support their understanding of which numbers are greater and smaller, and repeated addition.



Building on concepts such as "3 times as many", children use language such as "3 times the size of" when comparing, for example, lengths. It is important that children see this type of multiplication as well as repeated addition, as it will help them in their later study of ratio and scales.

Aisha has some fruit.



Complete the sentences to describe the fruit.

- There are apples.
 There are strawberries.
 There are times as many strawberries as apples.

They

can relate this to their knowledge of place value and understanding that the value of the column directly to the left of another is 10 times the value.

This small step focuses on correspondence problems. Children start by systematically listing all the possible combinations resulting from combining two groups of objects.

For example, if there are three buckets and four spades, children can explore how many different combinations of bucket and spade they can make.

Huan has three T-shirts and four pairs of shorts.

Complete the table to show how many different outfits he can make.



T-shirt	Shorts
white	blue
white	white
white	spotty
white	stripy

The use of practical equipment to model a question can support children's understanding. Drawing a table helps children to take a systematic approach to ensure that they have found all the possible combinations.

Whitney buys a snack and a drink.





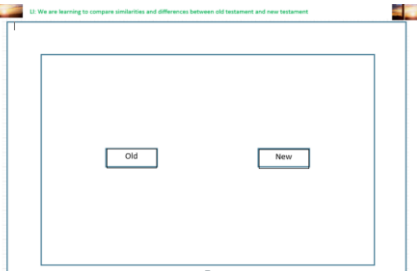
She says there are eight combinations she could choose.

Is Whitney correct?
 Show how you know.

By the end of this step, children should be able to use multiplication to calculate the total number of possibilities, as a more efficient strategy than listing them all.

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Spanish - Language Angels	ART - Kapow	RE
<p>Los instrumentos <u>LI: We are learning to identify different musical instruments.</u></p> <p>This term in Spanish, the children will be exploring musical instruments and learning how to name them in Spanish. This week, they will be introduced to five different instruments and will practice naming them in Spanish.</p> <p><small>ANGELS</small> <u>Los Instrumentos</u></p> 	<p>Unit - Painting and Mixed Media <u>LI: We are learning to create and use different tones of colour.</u></p> <p>In this lesson the children will be using our English class text as inspiration to continue their first piece of Art.</p> <p>This week the children will be tracing and finalising their artwork by adding their silhouette of Idris. This artwork closely mirrors the work of Picasso.</p> 	<p>Christianity <u>LI: We are learning to compare similarities and differences between old testament and new testament</u></p> <p>The children will be learning about what the Bible is and what the old and new testament is, The children will then compare the old testament and new testament on a thinking frame</p> 
PSHCE - Jigsaw	Music - Sing Up	Computing - Teach Computing

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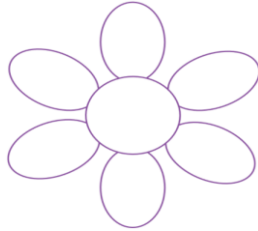
Unit- Dreams and Goals.

LI: We are identifying what dreams and ambitions are important to us.

Key Vocab: challenges, success, overcoming

Children will be exploring what dreams and ambitions are important to them as well as discussing the steps to take in order to achieve these. What are their interests? Can these turn into future careers? How will they achieve these? What small goals will help them achieve their dream?

The flower is a representation of planting a dream and the steps taken to achieve it. Children will be asked to identify what is required of them so that their dreams come true.



Unit 3 - From a Railway Carriage Lesson 2

LI: We are learning to explore and improvise sounds in response to other works of art - a painting and a poem.

Key Vocab: dynamic, timbre, tempo

In this lesson the children will be exploring the song further and improvising sounds in response to this sound. They will be using a famous painting which displays a railway carriage to compare how the song and painting relate.



Unit 3 - Programming Lesson 2

LI: We are learning to identify that commands have an outcome.

Key Vocab: programming, scratch, sequencing

In this lesson, learners will create movement for more than one sprite. In doing this, they will design and implement their code, and then will create code to replicate a given outcome. Finally, they will experiment with new motion blocks.

Matching motion

Match the blocks with the motion of the sprite.

point in direction 180

Sprite moves slowly to another part of the stage

glide 1 secs to random position

Sprite points downwards

go to random position

Sprite moves suddenly to another part of the stage

Topic (Through the Ages) – Cornerstones

Science (Light and Shadow) - Cornerstones

PE - Get Set 4 PE

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Lesson 1 - Layers of the Earth

LI: We are learning about the different layers of Earth's surface.

Key Vocab - Earth, layers, magma, core, crust

Key Questions - what are the names of the layers of the Earth? Are all the layers solid? Can you identify the properties of each layer?

Lesson 2 - Rock Formation

LI: We are learning about the properties and formation of different rocks in Earth's crust.

Key Vocab - igneous, metaphoric, sedimentary, formation, properties

Key Questions - How are rocks formed? Which layer are fossils found? Can you identify the properties of each rock? What are the different types of rocks?

The children are to create a factual poster using all of the key information they have learnt from this lesson to detail the different layers of the Earths and the rock types.

Lesson 1

LI: We are learning to describe the differences between light sources and light reflectors and how we need light to be able to see.

Skill LI: We are learning to gather and record findings in a variety of ways.

Key Vocab: light, natural, artificial, reflector, darkness

Key Questions

What is a light source? What is a reflector? How can we tell the difference between light source and reflector?

In the first part of the lesson, children will be looking at what are light sources and reflectors. They will conduct an experiment using different light sources and reflectors, putting them into a box with a hole so see how much light it radiates inside

Item - Can you draw the item?	Is it a light source or light reflector?	Prediction - Will the item light up the box or not? I predict the item will	Results - Did the item light up the box or not?
Torch			
Mirror			
Hi Vis Vest			
Shed			

Lesson 2

LI: We are learning to investigate reflective materials and understand reflective properties

Skill LI: We are learning to make predictions and group reflective and non-reflective materials

Key Vocab: light, natural, artificial, reflector, darkness

In the second part of the lesson, children are going to be testing out the reflectiveness of different materials.

Unit 3 - Dance

THEME: Machines

LI: To create actions to move in contact with a partner or interact with a partner.

Key Vocab: response, unison, machines

In this lesson the children will be using their understanding in unison to create a small 8 count dance with their partners. They must use the idea of Machines.



Unit 4 - Yoga

To create a flow using poses that challenge my balance.

Key Vocab: balance, fluidity, mindfulness

In this lesson, the children will recap each pose. Ensure pupils have a go lifting/balancing/moving on both sides of their body. They will then begin creating a routine of flow between each pose.



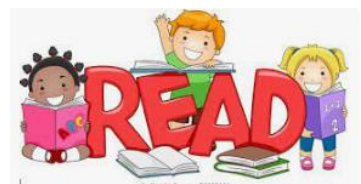
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Homework

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

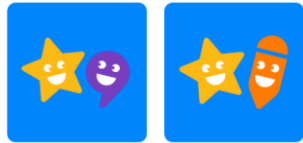


Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.

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**.



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

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

Week 2 -



bicycle
biannual
biceps
biweekly
bilingual
bicolour
bifocals
biplane
bisect
biped

Writers Toolbox WRITER'S TOOLBOX

Login into Writers Tool box and complete the daily challenges.

Login details are:

Username: wellington. first name of child.
first letter of surname (for example wellington.james.k)
Password: Wellington

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 Rockstar's:

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.



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