

Weekly Overview of Learning

Year Group: 3 Week beginning: 13.05.24





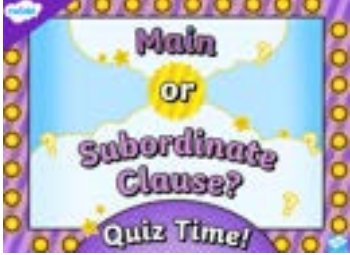
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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LT: We are learning to understand the features of a poem</u></p>	<p><u>LT: LT: We are learning to draft a collaborative poem through a shared write.</u></p>	<p><u>LT: We are learning to edit our collaborative poem.</u></p>	<p><u>LT: We are learning to write up our collaborative poem, using poetry features</u></p>	<p><u>LT: We are learning to recognise main and subordinate clauses</u></p>
<p>Speaking and Listening Focus</p>	<p>Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listening.</p>	<p>Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listening.</p>	<p>Independent learning Children will complete independent learning/writing tasks.</p>	<p>Independent learning. Children will complete independent learning/writing tasks.</p>	<p>Independent learning. Children will complete independent learning/writing tasks.</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p><u>Key Vocabulary</u> Poetry Rhyming Couplets Rhyming Features Shen Magic Paintbrush Adjectives <u>Key Questions</u> What do you know about poetry? Can you recall any features? Have you read any books with poems in them? What are rhyming couplets? What adjectives can we use?</p>	<p><u>Key Vocabulary</u> Poetry Rhyming Couplets Rhyming Emperor Shen Magic Paintbrush Adjectives Collaborative Shared write <u>Key Questions</u> How can we start our poem? What are rhyming couplets? What adjectives can we use? What rhymes with the last word of your sentence? What does collaborative mean?</p>	<p><u>Key Vocabulary</u> Emperor Shen Magic Paintbrush Adjectives Collaborative Shared write Editing <u>Key Questions</u> How do we edit our poem? What other writing devices can we include? What adjectives can we use? What rhymes with the last word of your sentence? What does collaborative mean?</p>	<p><u>Key Vocabulary</u> Poetry Rhyming Couplets Rhyming Emperor Shen Magic Paintbrush Adjectives Collaborative Shared write <u>Key Questions</u> How do you lay out the poem? What punctuation is needed? Is it in the correct place? Can you read the poem aloud? Is each stanza written on a new line? Have you created a title for your poem?</p>	<p><u>Key Vocabulary</u> Main clause Subordinate clause Conjunctions Sentences GPS Commas <u>Key Questions</u> What is the main clause? What is the subordinate clause? Where do we add the comma? What are conjunctions? Where can you see the main and subordinate clauses?</p>

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Activities																					
<p>Activities</p>	<p>In today's lesson the children will be looking at poetry features, they will look at different poems and what features have been used.</p>  <p>The children will have a look at the rhyming couplets in the book and see what words rhyme.</p> 	<p>The children will re-read the story and recall what happens, who the main characters are and what rhyming words they can find. Recalling the story will help the children form their own poems.</p> <p>They will read an example of a beginning to the collaborative poem.</p> <p>They will work with their partner to create a line for the poem, and then as a class, we will write up the poem.</p> <p>Example: One paintbrush Shen found A brilliant magic paintbrush from the ground She started to point Oh wow she became a saint</p>	<p>The children will re-read their poems.</p> <p>They will recall what features can be included in their poem by using a success criteria.</p> <table border="1" data-bbox="976 387 1326 579"> <thead> <tr> <th>Success Criteria</th> <th>Tick</th> </tr> </thead> <tbody> <tr> <td>Uses language features</td> <td></td> </tr> <tr> <td>Has a title</td> <td></td> </tr> <tr> <td>Expresses feelings/ideas</td> <td></td> </tr> <tr> <td>May have (depends on poetic form):</td> <td></td> </tr> <tr> <td>• Rhythm</td> <td></td> </tr> <tr> <td>• Shape</td> <td></td> </tr> <tr> <td>Uses the correct punctuation</td> <td></td> </tr> </tbody> </table> <p>The children will self and peer assess and edit their work to make any changes and improvements to their poems.</p> <p>They will give their peers feedback on what went well and what could be changed in their work.</p>	Success Criteria	Tick	Uses language features		Has a title		Expresses feelings/ideas		May have (depends on poetic form):		• Rhythm		• Shape		Uses the correct punctuation		<p>Following on from their editing lesson, the children will begin to write up their collaborative poem in the shape of a paintbrush.</p>  <p>The children will ensure that they have a title for their poem. They will ensure it is laid out correctly with the punctuation in the right places.</p>	<p>The children will be learning about main and subordinate clauses, the children will identify and recognise the clauses in sentences.</p>  <p>Once the children have identified and recognised clauses they will complete a mini quiz about main and subordinate clauses.</p> 
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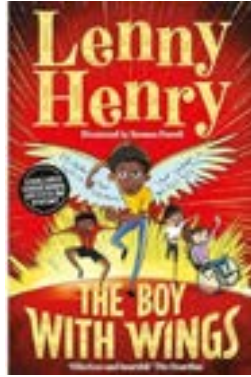
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Class Text – Reading Aloud
20 mins each day

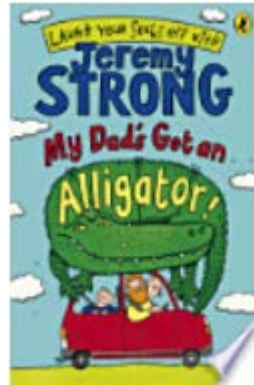
Topaz

TEXT – The Boy with Wings
Author – Lenny Henry



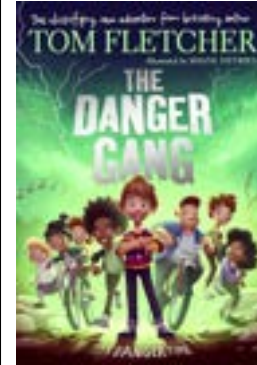
Sapphire

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



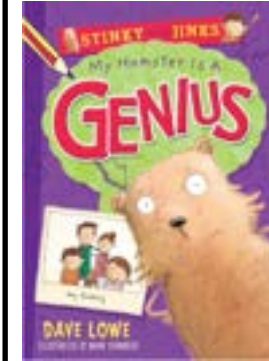
Turquoise

Text – The Danger Gang
Author - Tom Fletcher



Lapis

Text – My hamster is a genius
Author - Dave Lowe



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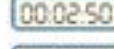



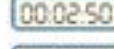



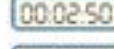

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Key vocabulary and key questions</p>	<p><u>LI: To understand time in reference in days, months and years.</u></p> <p><u>Key vocabulary</u> Time Days Months Years 7 days - Week 4 weeks - Month 365 days - 1 Year Poster</p> <p><u>Key questions</u> Which month comes before _____? Which month comes after _____? In which month is your birthday? Which month changes when there is a leap year? How often is there a leap year? How many _____ are there in a _____?</p>	<p><u>LI: We are learning to explore the days of the week.</u></p> <p><u>Key vocabulary</u> Time Days Months Years 7 days - Week 4 weeks - Month 365 days - 1 Year</p> <p><u>Key questions</u> How many days are there in one week? How many days are spent at school in one week? How many days are not spent at school in one week? How many hours are there in one day? How can you use this fact to work out how many hours there are in _____ days? How many hours do you spend at school in a day/week?</p>	<p><u>LI: We are learning to understand start and end of time using a number line.</u></p> <p><u>Key vocabulary</u> Start End Time Duration Minute Clockwise Anticlockwise Intervals</p> <p><u>Key questions</u> How many minutes are there in one hour? What times should the number line start and end at? How many minutes are there to the next hour? How can you find the total duration of the event? Do you find it easier to work out duration using an analogue clock or a digital clock?</p>	<p><u>LI: We are learning to discuss the duration of time using minutes and hours.</u></p> <p><u>Key vocabulary</u> Duration Start time End time Clockwise Anticlockwise Analogue Digital Forward Backwards</p> <p><u>Key questions</u> Why is it important to be able to work out how long something lasts? How many minutes are there in one hour? How can you partition the duration? Is there more than one way? How do you know whether to move the minute hand clockwise or anticlockwise? Are you being asked to find the start or end time of the activity? What strategy can you use to find the start/end time? What time does the number line start/end at?</p>	<p><u>LI: We are learning to partition seconds and minutes.</u></p> <p><u>Key vocabulary</u> Minute Second Longest Shortest units of time Forward Backwards Start time End time</p> <p><u>Key questions</u> How many seconds are there in one minute? What can you use to measure time in seconds accurately? What activity takes 10 seconds/30 seconds/1 minute? Which task took the longest/shortest time to complete? How can you change the length of time in seconds into minutes and seconds?</p>

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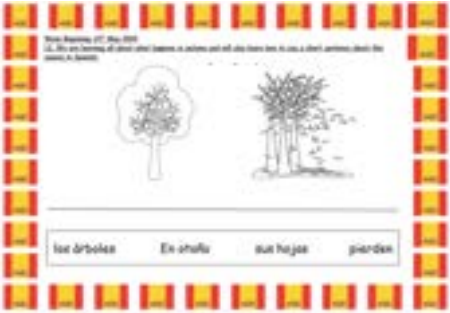

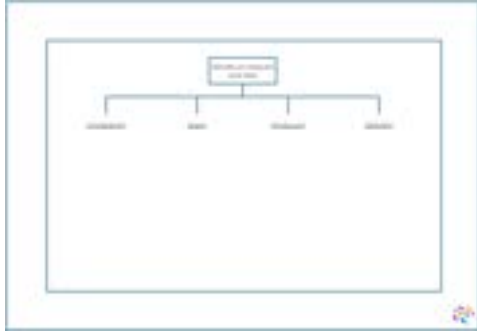



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Activities	<p>In this small step, children develop their understanding of days, weeks, months and years. Children explore years by using calendars to investigate the number of days in each month. Rhymes or songs could help them to remember the number of days in each month, as will regular revisiting during the school year when the months change. They are also introduced to the concept of leap years and how these differ from non-leap years.</p> 	<p>In this small step, children continue to develop their understanding of days, weeks, months and years, looking at the key relationships of 1 week = 7 days and 1 day = 24 hours. Children explore the difference between the number of days in a school week and the number of days in an actual week. They use related number facts, repeated addition or informal multiplication of 2-digit numbers by a 1-digit number to work out how many hours there are in a given number of days or the number of days in a given number of weeks.</p> <p>Fill in the missing hours, days and weeks.</p> <p>a) 1 day = 24 hours <input type="text"/> days = 48 hours 4 days = <input type="text"/> hours <input type="text"/> days = 960 hours 41 days = <input type="text"/> hours</p> <p>b) 1 week = 7 days 2 weeks = <input type="text"/> days <input type="text"/> weeks = 21 days 60 weeks = <input type="text"/> days 63 weeks = <input type="text"/> days</p>	<p>In this small step, children find durations of time between given start and end times. Give children opportunities to practically work out durations of time under an hour using clocks with moveable hands. To help secure their understanding of both representations, children need to work out the durations using both analogue and 12-hour digital clocks. Children explore using a number line showing start and end times. Encourage them to use different methods of finding durations that cross over hours, including moving hands around an analogue clock and using bonds to find the number of minutes until the next hour.</p> <p>The clocks show the start and finish times of some activities. Work out the duration of each activity.</p> <p>a)   <input type="text"/> minutes</p> <p>b)   <input type="text"/> minutes</p> <p>c)   <input type="text"/> minutes</p> <p>d)   <input type="text"/> minutes</p>	<p>Building on the previous step, children use a given duration to count forward to find an end time, or count back to find a start time. Times are given using both analogue and digital clocks to reinforce children's familiarity with both forms. Start with durations of minutes only, before moving on to examples that involve hours and minutes. Children can use clocks with moveable hands to count forwards or backwards with time. A number line is an important representation to support children when counting on or back to find start and end times. A part-whole model could support them to partition longer durations of time.</p> <p>Break time starts at 10:25 am. It lasts for 20 minutes. What time does break time finish?</p> <p>Work out the arrival times of trains A and B.</p> <table border="1" data-bbox="1400 1013 1758 1109"> <thead> <tr> <th>Train</th> <th>Train leaves</th> <th>Duration</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>8:43 pm</td> <td>1 hour and 15 minutes</td> </tr> <tr> <td>B</td> <td>5:14 pm</td> <td>55 minutes</td> </tr> </tbody> </table>	Train	Train leaves	Duration	A	8:43 pm	1 hour and 15 minutes	B	5:14 pm	55 minutes	<p>In this small step, children extend their understanding of the units of time to include minutes and seconds. Children are to recognise that there are 60 seconds in 1 minute and to use this to write durations of time in different ways. They can use various calculation strategies to work out how many seconds there are in several minutes.</p> <p>Use a stopwatch to record how many seconds it takes to do each activity.</p> <p><input type="text"/> I ran around the playground <input type="text"/> 10 star jumps</p> <p><input type="text"/> write your name backwards</p> <p>Match the times in words to the times shown on the stopwatches.</p> <table border="1" data-bbox="1803 837 2184 1029"> <tbody> <tr> <td>one hundred and fifty seconds</td> <td></td> </tr> <tr> <td>two minutes and five seconds</td> <td></td> </tr> <tr> <td>two minutes and fifty seconds</td> <td></td> </tr> <tr> <td>one hundred and ten seconds</td> <td></td> </tr> </tbody> </table>	one hundred and fifty seconds		two minutes and five seconds		two minutes and fifty seconds		one hundred and ten seconds	
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Spanish - Language Angels	ART - Roman Art	RE
<p><u>Las Estaciones (Seasons)</u> <u>LI: We are learning all about what happens in autumn and will also learn how to say a short sentence about this season in Spanish.</u></p> <p>In Spanish this week the children will be looking specifically at the season of Autumn and creating a short sentence about what happens in this month.</p> 	<p><u>Unit - Roman Mosaics</u> <u>LI: We are learning about Roman mosaics and creating our own using our own portrait</u></p> <p>Over the next few weeks we will be creating our own mosaic art using our own self portrait! In today's lesson you will be first creating your own border. The children will use coloured paper to create their border.</p> 	<p><u>Our Religion, Why is it Important to Us?</u> <u>LI: We are categorising what different religions believe about Heaven and Hell.</u></p> <p>In this week's learning the children will be categorising what different religions believe about Heaven and Hell. The learning will be child friendly and be respectful of beliefs and fears.</p> 
PSHCE - Jigsaw	Music - Sing Up	Computing - Teach Computing
<p><u>Unit -Relationships</u> <u>LI: To understand how my needs and rights are shared by children around the world and to identify how our lives may be different. LI: To empathise with children whose lives are different to mine and appreciate what I may learn from them.</u></p> <p>The children will be comparing the world around them to other disadvantaged children. They will be discussing how their lives, rights and needs may be different.</p> 	<p><u>Unit - Chilled-out Clap Rap</u> <u>Lesson 2 - LI: We are learning to clap a range of different patterns and perform in groups.</u></p> <p>Children will listen to the Clapping music that they heard last lesson. They will recap the clapping patterns and how they are different, and will learn to clap on beats 2 and 4. They will be split into groups and clap along to the verses.</p> <ul style="list-style-type: none"> Clapping music by Steve Reich, arranged for percussion and performed by Evelyn Glennie 	<p><u>Unit 4 - Data and Information</u> <u>LI: We are learning to consider how different layouts can suit different purposes</u></p> <p>Tell the learners that there are lots of different ways to lay out information. Discuss that we are going to look at the different ways to lay out information and how this varies depending on the purpose of the message we are trying to communicate.</p> 

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Science - Cornerstone	Topic - Cornerstones	PE - Get Set 4 PE
<p style="text-align: center;"><u>Unit -</u></p> <p><u>Lesson 1 -</u> <u>LI: We are learning about pollination to understand the process in the life cycle of a plant.</u></p> <p>During science this term children have been deepening their understanding of plants, and their functions and learning new anatomical parts.</p>  <p>In science this week, children will further develop their understanding of how plants are formed by studying the animals and insects which are involved in the process as well as the process of pollination.</p> <p><u>Lesson 2</u> <u>LI: We are learning about pollinators and their roles in the life cycle of a plant.</u></p> <p>The second lesson focuses on learning about the different types of pollinators and how they help the pollination process.</p>	<p style="text-align: center;"><u>History - Roman Empire</u></p> <p><u>Lesson 1:</u> <u>LI: We are learning to explain the cause, consequence and impact of the invasion and settlement in Britain.</u></p> <p>Children will discuss what cause and effect means, and discuss examples across the curriculum. They will learn about another time when Rome invaded Britain because they had a new emperor called Caligula. The children will discuss why he decided to invade Britain and what were the effects on Rome and Britain. They will complete a cause and effect frame.</p>  <p><u>Lesson 2:</u> <u>LI: We are learning to understand Boudicca's rebellion against the Roman rule.</u></p> <p>The children will recall what they know about Boudicca from their previous unit. They will learn about her life and how she rebelled against the Roman rule when they invaded Britain. They will write up an account of Boudicca's life and what she achieved.</p> 	<p style="text-align: center;"><u>Unit</u></p> <p><u>Lesson 5:</u> <u>LI: To develop technique and control when jumping, hopping and landing.</u></p> <p>Use the ropes laid out, pupils explore the following: Start with a foot either side of the rope, jump and turn 180 degrees to land facing the other way. Start with one foot in front of the rope and one behind (scissors), jump and switch feet. Jump over the rope and turn to land facing the rope.</p>  <p><u>Lesson 5:</u> <u>LI: To develop throwing for distance in a pull throw.</u></p> <p>In pairs with one bean bag, pupils begin behind a defined line. Standing sideways on to the direction of the throw, pupils take turns to experiment throwing with one hand from the following three starting positions.</p> 

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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.



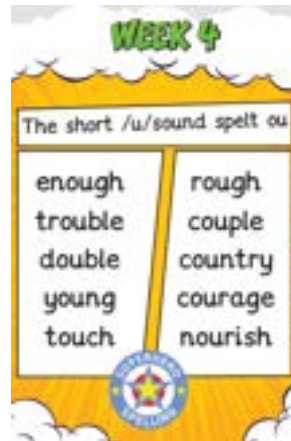
Spelling and dictation – Remember to try and use these words in sentences to show that you understand their meanings.

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.



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