Weekly Overview of Learning

Year Group: 3 **Week beginning: 15.04.24**

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English Reading and Writing	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
	LI: We are learning to make predictions using the front cover and blurb of Escape Pompeii	LI: We are learning to answer comprehension questions about the text 'Escape From Pompeii'.	LI: We are learning to create a storyboard showing the sequence of events, with captions as the events unfold.	LI: We are learning to create a storyboard showing the sequence of events, with captions as the events unfold.	LI: We are learning how to use an apostrophe for omission (contractions) GPS
Speaking and Listening Focus	Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listening.	Think, pair, share and class discussion. Children will take turns in speaking and listening. Independent learning Children will complete independent learning/writing tasks.	Independent learning Children will complete independent learning/writing tasks.	Independent learning. Children will complete independent learning/writing tasks.	Independent learning. Children will complete independent learning/writing tasks.
Key vocabulary and Key Blooms higher order thinking questions	**Key Vocabulary** Predict Inference Front cover Blurb Escape From Pompeii Volcanoes Eruption **Key Questions** Can you recall what a prediction is? What is the title of the story? Where could it be set? Who are the main characters? What could the story be about? What is happening in the background of the front cover? Does the blurb help you make a prediction? What do you think the book is about after reading the blurb?	**Key Vocabulary** Escape From Pompeii Comprehension Questions Inference Explain Retrieve Summarise **Key Questions** Where is the story set? Who are the main characters? Who is Tranio? What is the great looming protector in the distance? What happens at the beginning of the book? Can you recall what happens at the end? What happens to the volcano?	**Key Vocabulary** Tranio / Livia Mount Vesuvius Pompeii Theatre Escape Eruption **Key Questions** What is this template? What does it show? What can it be used for? How do the characters feel after the eruption? What expanded noun phrases could we use?	**Key Vocabulary** Tranio / Livia Mount Vesuvius Pompeii Theatre Escape Eruption **Key Questions** What does sequence mean? What does chronological mean? What is a storyboard? How do the characters feel after the eruption? What expanded noun phrases could we use?	**Key Vocabulary** Contractions Sentences Omission Apostrophes GPS Sentence structure Conjunctions **Key Questions** When do we use omission? What are contractions? Can you name an example? Why do we need an apostrophe? What are conjunctions?

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Activities	The children will begin by looking at the front cover of their new text 'Escape From Pompeii'. They will discuss what they think the book is about by using the title and image on the front cover.  Then the children will read the blurb and discuss if their predictions have changed on what the story could be about, where it is set and who the main characters are. The children will write down their predictions on a frame using sentence starters like 'I predict' and 'I think the text is about'. 	Children will begin by reading the text 'Escape From Pompeii'. They will identify where the story is set, who the main characters are and discuss the different events in the story.  The children will answer a range of comprehension questions relating to the book. 	In today's lesson the children will work with their pairs, using this sequence, they will stick the images in order.  The children will then need to create captions using the key words to match each image. The children will stick their work onto A3 paper, this will help with their work tomorrow . 	In today's lesson children will create their own storyboard with key vocabulary they have learnt from the text. The children will learn how to sequence the story in chronological order.  The children will be given time to explore each event and think of expanded noun phrases and fronted adverbials.	The children in today's lesson will learn about contractions and when we use it in a sentence. The children will see all the examples of how to use contractions and where to place the apostrophes  The children will then get given blank butterflies to make their own contractions and sentences.

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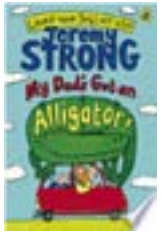
Class Text – Reading Aloud 20 mins each day	**Topaz** TEXT – The Firework Maker's Daughter Author – Philip Pullman 	**Sapphire** Text - My Dad's got an Alligator Author – Jeremy Strong 	**Turquoise** Text – The Danger Gang Author - Tom Fletcher 	**Lapis** Text – My hamster is a genius Author - Dave Lowe 

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: We are learning to add fractions with the same denominator.	**LI: We are learning to subtract fractions with the same denominator.**	**LI: We are learning to partition the whole of a fraction using pictorial representations of shapes, objects and number line.**	**LI: We are learning unit fractions of set objects using bar models and place value counters**	**LI: We are learning to recognise, find and write fractions of discrete objects:**
Key vocabulary and key questions	**Key vocabulary** Add Fractions Numerator Denominator Part-Part-Whole Half Thirds Quarter Fifth **Key questions** How many equal parts is the whole divided into? How many parts are you adding? Why do you add the numerators, but not the denominators? What do you notice about the numerators? What do you notice about the denominators? How can you use a bar model to add these fractions? How many quarters/fifths/sixths do you have altogether?	**Key vocabulary** Subtracting Fractions Numerator Denominator Part-Part-Whole Half Thirds Quarter Fifth **Key questions** What fraction are you starting with? What fraction are you subtracting? What fraction is left? Which models show taking away? Which models show finding the difference? Which models show partitioning? How many ways can you partition 9/11? Why do you subtract the numerators, but not the denominators?	**Key vocabulary** Partitioning Part-Part-Whole Numerator Denominator Pictorial Representations. Whole **Key questions** How many equal parts is the whole split into? What can you say about a fraction if its numerator and denominators are the same? What fraction of the bar model is shaded? What fraction of the bar model is not shaded? What do you notice about the total of the numerators of the fractions? If you have _____fifths, how many more fifths do you need to make a whole?	**Key vocabulary** Whole Divide Unit Fractions Fractions Quantities Value Amount Equal Parts **Key questions** What is the whole? How many equal parts has the whole been divided into? How many are there in each equal part? How many equal parts do you need to split your bar model into? Which operation should you use to find a fraction of an amount? What does each part of the fraction tell you? How can you use place value counters or base 10 to help you?	**Key vocabulary** Whole Divide Unit Fractions Fractions Quantities Value Amount Equal Parts **Key questions** What is the whole? How many equal parts are there? What does the denominator tell you? What does the numerator tell you? How do you find a unit fraction of the whole? How can you use the unit fraction to find other fractions of the whole? How can you use a bar model to help you? If you know one-fifth of the whole, how can you work out three-fifths?

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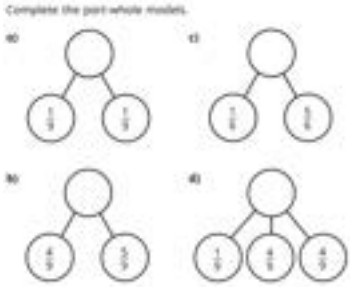
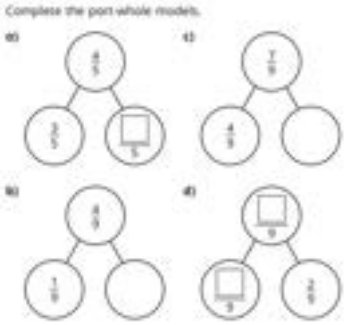
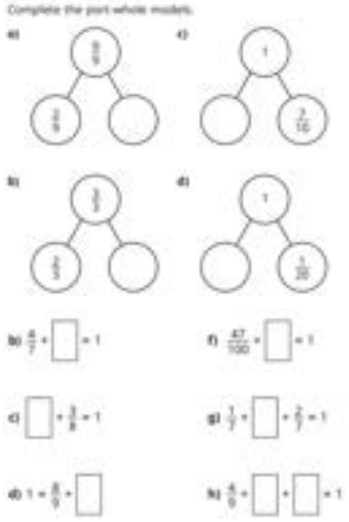
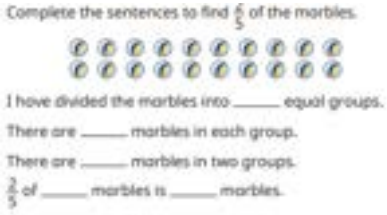
Activities	In this small step, children build on their understanding of numerators and denominators to unitise fractions and add together. They read calculations such as 1/5 + 2/5 as "1 fifth plus 2 fifths" and unitise the fifth to work out that the answer is 3 fifths, or 3/5. They should recognise that adding unit fractions with the same denominator creates a non-unit fraction. Throughout the step, the meaning of the numerator and denominator is emphasised to support understanding. All the additions are of two or more fractions where the total is less than or equal to 1. 	In this small step, children use what they have learnt about unitising denominators to subtract fractions. In particular, they should recognise that when subtracting fractions with the same denominator, they only subtract the numerators and the denominator stays the same. Children explore three structures of subtraction and how each one applies to subtracting fractions. They look at subtraction by reduction (taking away), by partitioning and by finding the difference. All the questions require children to subtract from a fraction that is less than or equal to 1 whole. 	Although it may have been explored briefly in previous steps, children deepen their understanding of the whole and splitting a whole into unit fractions and non-unit fractions. Throughout the step, there is an emphasis on the meaning of the denominator and numerator and this is explored through the use of pictorial representations of shapes, objects and number lines. 	In the previous steps, children gained an understanding of fractions as numbers and as parts of a whole. In this small step, they learn about fractions as operators. Children learn how to find unit fractions of a set of objects, and connect this to what they already know about dividing quantities into equal parts using known division facts. For example, 20 ÷ 4 = 5, so 1 4 of 20 = 5. So far, children have learnt the 2, 3, 4, 5, 8 and 10 times-tables, so in this small step children find 1 2, 1 3, 1 4, 1 5, 1 8 and 1 10. This allows them to focus on the underlying concepts instead of on calculations. Concrete resources and pictorial representations, such as bar models and place value counters, can be used to support understanding. Non-unit fractions are covered in the next step. 	In this small step, children progress to finding non-unit fractions of a set of objects. Children use their knowledge that the denominator tells them how many equal parts the whole is divided into and the numerator tells them how many parts of the whole there are. For example, to find 3 4 of an amount means dividing the whole into 4 equal parts, then finding the total of 3 of these parts. Bar models are very useful to model this process, as children can label each part and see how to find the total for the number of parts they need. As with the previous step, this step only involves finding fractions of amounts that use the 2, 3, 4, 5, 8 and 10 times-tables 

Please continue logging into Doodle Maths and Times-table Rockstars regularly

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Spanish - Language Angels

Las Estaciones (Seasons)

LI: We are learning the four seasons in Spanish.

The aim of this lesson is to familiarise students with the four seasons, not just in Spanish but also in English. The lesson focuses on the key characteristics for each season as well as the Spanish words.

ART - Roman Art

Unit – Roman Mosaics

LI: We are learning about Roman mosaics and creating our own

This term the children will be looking at Roman art particularly mosaics. The children will be building their skills each week to create one final masterpiece. This week they will start with colouring in each tile and learning about mosaic art.

RE

Our religion why is it important to me

LI:We are reflecting on why religion is important to us and the lessons we have learnt.

In this topic the children will be reflecting upon their religion, comparing it to others and examining how their religion affects their choices. This week the children will look closely at what their religion means to them and what important lessons they have learnt.

PSHCE - Jigsaw

Unit - Relationships

LI:We are learning about the roles and responsibilities of each member of our families and discussing whether different responsibilities belong to a specific gender.

This term the children will be learning about relationships, in today's lesson the children will learn about role and responsibilities and whether different genders have roles and responsibilities.

Music - Sing Up

Unit: Three notes

LI: We are learning to listen to and copy rhythm patterns.

The children will listen to the first 3 minutes of Drumming part IV by Steve Reich. Steve Reich is considered by many to be the 'grandfather' of American minimalism. Many of Reich's pieces use limited pitches and a few ostinatos (short, repeated patterns or phrases). The beginning of this movement uses just three notes.

Computing - Teach Computing

Unit 4 - Data and Information

LI: We are learning to explain the difference between text and images and to explain that text and images can communicate messages clearly

During this lesson, learners will become familiar with the terms 'text' and 'images' and understand that text, images and emojis need to be used carefully if they are to communicate messages clearly.

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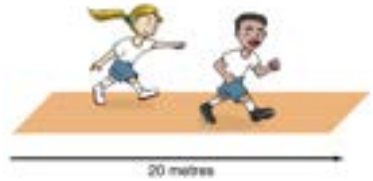
PIXL quizzes	Topic - Cornerstones	PE - Get Set 4 PE
Reading Quizzes focus on Skills of inference Language in context Language choice Maths quizzes focus on Place Value Addition and Subtraction Multiplication and Division Fractions GPS quizzes focus on Grammar terms and word classes Punctuation Sentence composition	History - Roman Empire Lesson 1: LI:We are learning to recall information about the Roman Empire In this lesson, the children will recall the information they already may know about the Roman Empire. They will fill in a defining frame with this knowledge.  Lesson 2: LI: We are learning to order events from Roman history in chronological order. Children will recall what BC and AD is, and what the term chronological means. The children will read and discuss different events that happened during the Roman Empire. With a partner, they will work together to place the events on the timeline in chronological order.	**Unit: Athletics and Fundamentals** Lesson 1: Athletics LI: We are learning to develop the sprinting technique and improve on your personal best.  Get a distance approx. 20m. In pairs, pupils stand one behind the other. Pupil at the front, 1m ahead of their partner. On 'go', the front pupil begins running towards the end line, and the partner tries to catch them before they reach it. Change leaders each time. Lesson 1::Fundamentals LI: we are learning to develop their balance and understand the importance of this skill. Pupils work for 3 minutes at each station. They use the 'Balance Challenge' card at each station for an explanation of the challenge. Pupils play the game as many times as they can within the time period.

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	**Maths**	**REMINDERS – trips/events/items to bring in**

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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.

KS2 - Superhero Spellings

Forgetting
Forgotten
Beginning
Beginner
Committed
Committing
Occurred
Occurring
Forbidden
Preferred

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

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!

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.