




Weekly Overview of Learning

Year Group: 3 Week beginning: 17.06.24

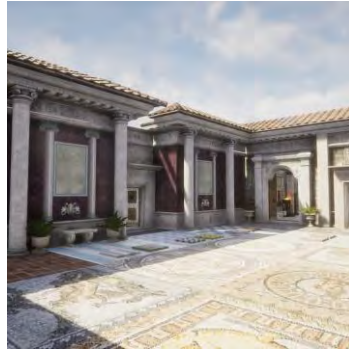
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English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	<p><u>LI:</u> We are learning to apply different writing techniques for our Hot Task.</p>	<p><u>LI:</u> We are planning for the next chapter in 'thieves of Ostia'</p>	<p>ROMAN VR WORKSHOP</p>	<p><u>LI:</u> We are learning to edit and upscale our draft of our next chapter of "The Theives of Ostia".</p>	<p>SPORTS DAY</p>
Speaking and Listening Focus	<p>Collaborative learning.</p> <p>Think, pair, share and class discussion. Children will take turns in speaking and listening.</p>	<p>Individual Learning</p> <p>Children will use self-assessment skills to analyse how to edit and improve our work</p>	<p>The children will be taking part in a Roman virtual reality workshop that will transport them to the Colosseum.</p>	<p>Individual Learning</p> <p>Children will use self-assessment skills to analyse how to edit and improve our work.</p>	
Key vocabulary and Key Blooms higher order thinking questions	<p>Key Vocabulary: Key techniques Descriptive Third Person Fronted adverbials Simile Metaphors Personification Onomatopoeia Senses - hear, see, touch, taste, smell</p> <p>Key Questions How can we capture our audience's attention? What is a fronted adverbial? What is personification? Can you write a simile to describe the setting? What is onomatopoeia?</p>	<p>Key Vocabulary: Capital letters Full stops Spellings Fronted adverbial Adjectives Expanded noun phrases Adverbs Feelings Similes Inverted commas</p> <p>Key Questions Have you included a simile? Have you included inverted commas? How will the chapter start? Flavia has just seen that Nubia has gone, what will she be thinking? How can we describe the docks? What can the children hear and smell? What will they find at the docks?</p>	 <p>They will explore the streets of Ancient Rome, and explore the differences and similarities between a plebeian and patrician lifestyle.</p> 	<p>Key Vocabulary: Draft Edit Upscale Improve Re-read Dictionary Capital letters Full stops Spellings Fronted adverbial Adjectives Expanded noun phrases Adverbs Feelings Similes Inverted commas</p> <p>Key Questions: What does edit mean? What does upscale mean? Can you re-read your draft? Can you spot any edits that you would make? Can you use a dictionary to edit or upscale your vocabulary? Have you included a simile? Have you included inverted commas?</p>	

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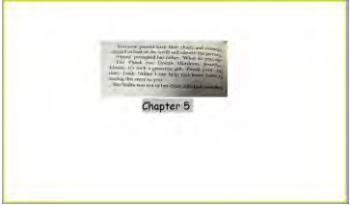

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<p>Activities</p>	<p>Children will recall what happened in the story and that the character Nubia has gone missing.</p> <p>Children will recall different writing features such as similes, metaphors, personification and onomatopoeia. They will generate different ideas about their setting and the characters for their hot task.</p> <p>They will work in pairs to fill in their sheet with their ideas for each writing feature.</p> 	<p>The children will start to plan for chapter 5, the class teacher will gather ideas from the children on what the next chapter will be about.</p>  <p>The children will then plan three paragraphs, including fronted adverbials, similes and inverted commas.</p> 		<p>Children are going to define the terms edit and upscale.</p> <p>Children are going to read some example sentences that need upscaling. They will ensure that the sentence has the correct punctuation, makes sense and try to include any writing features in the sentence.</p> <p>Thursday 20th June 2024 We are learning to edit and upscale our draft of the next chapter in 'The Thieves of Ostia'...</p> <p>Let's upscale and edit this sentence!</p> <p>lional and rizzia whent too the shop and sew fishes</p> <p>What is missing? Does it make sense? Are all the words spelt correctly? Can any of the words be upscaled? Could you add anything else to make it exciting?</p> <p>Children will be encouraged to re-read their draft, and to share their draft with a partner and the teacher to receive feedback. They can use the dictionaries and word mats to support their upscaling.</p> <p>Thursday 20th June 2024 We are learning to edit and upscale our draft of the next chapter in 'The Thieves of Ostia'...</p> <p>OXFORD Children's Dictionary You can use a dictionary to upscale your vocabulary and to check your spellings!</p> <p>You can discuss your work with a partner and get feedback on your draft from the teacher.</p>	
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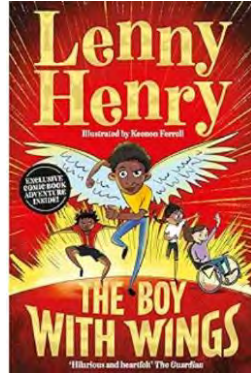
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**Class Text – Reading
Aloud
20 mins each day**

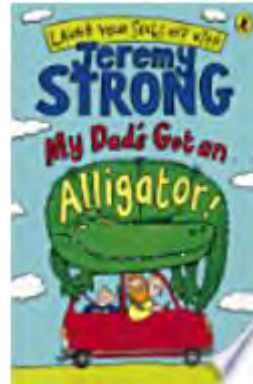
Topaz

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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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to identify shapes from a description and describe a shape.</u></p>	<p><u>LI: We are learning to identify how 3D shapes are constructed and their properties.</u></p>	<p><u>LI: We are learning to consolidate our learning of Shape through assessment.</u></p>	<p><u>LI: We are applying our knowledge of shapes, angles and lines to design buildings.</u></p>	
<p>Key vocabulary and key questions</p>	<p><u>Key vocabulary</u> 3D Shapes Properties Faces Edges Vertices Identify Curved Shape</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>	<p><u>Key vocabulary</u> 3D Shapes Properties Faces Edges Vertices Identify Curved Shape</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>	<p><u>Key vocabulary</u> 2D Shapes 3D Shapes Lines - Parallel/Perpendicular Properties Faces Edges Vertices Curved Shapes</p> <p><u>Key questions</u> How could you use your prior knowledge to answer the questions?</p> <p>What skills and strategies do you need to answer these questions?</p> <p>What is the difference between 2D and 3D shapes?</p> <p>What is the difference between parallel and perpendicular?</p> <p>How can you tell the difference between angles?</p>	<p><u>Key vocabulary</u> Vertices Edges Faces Flat Curved Horizontal Vertical Perpendicular Parallel</p> <p><u>Key questions</u> What could you use to start mapping your building?</p> <p>Which lines could be used to design your building?</p> <p>Are there any 3D shapes you could use to design your building?</p> <p>Can you identify parallel and perpendicular lines?</p>	

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Activities

This lesson focuses on manipulating and creating their own 3D shapes using their properties.

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. 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

This shape is a _____
 It has _____ faces.
 It has _____ edges.
 It has _____ vertices.



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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

Annie makes a cube using some straws and marshmallows.



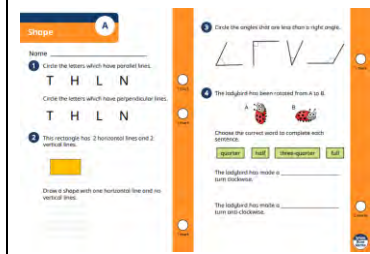
- a) What did she use to make the edges of the cube?
 - b) How many edges does the cube have?
 - c) What did she use for the vertices of the cube?
 - d) How many vertices does the cube have?
- How many straws and marshmallows would you need to make each 3-D shape?

3-D shape	Number of edges (straws)	Number of marshmallows (vertices)

In this lesson the children will begin by consolidating all their learning from Shape.

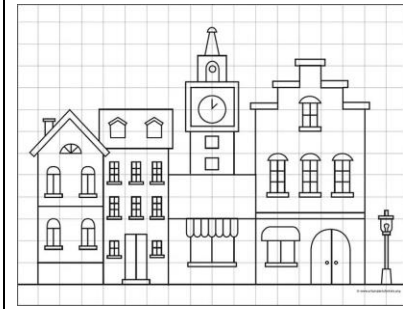
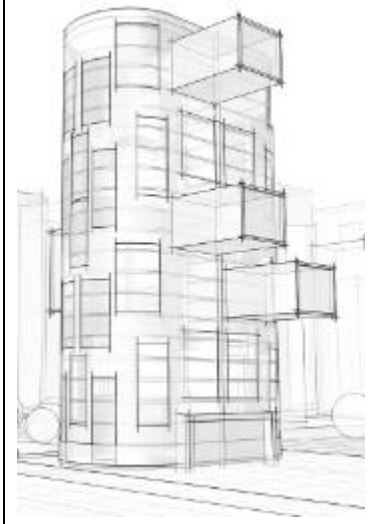
To assess how much the children have been able to learn they will complete a short assessment on the areas they have covered.

The children will have the opportunity to self-mark and assess where they may have made some errors.



In this lesson, children will be applying their knowledge of accurately measuring lines and angles to design a building.

Children must use their understanding of angles, measurement and shoes to design a building of their choice. Working as a group, they must use the correct language when discussing their ideas and label the features used in their final design.

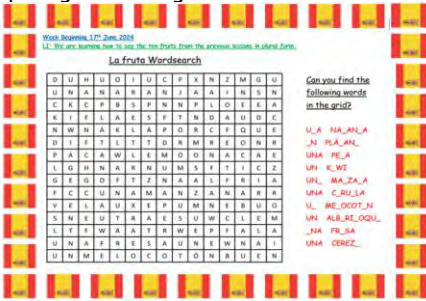




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Please continue logging into Doodle Maths and Times-table Rockstars regularly

Spanish - Language Angels	ART - Sky arts	RE
<p style="text-align: center;"><u>Unit - Fruits</u></p> <p><u>L.I: We are learning how to say the ten fruits from the previous lessons in plural form.</u></p> <p>In this lesson, the children will use their knowledge from the previous lessons to learn how to say the 10 fruits in plural form. They will complete a worksheet to help consolidate their spellings and recognition of each fruit.</p> 	<p style="text-align: center;"><u>Unit - Sky arts</u></p> <p><u>L.I: We are learning to explore how photos can connect us to characters.</u></p> <p>Discover-</p> <p style="text-align: center;"><i>Choose a scenario to inspire you</i></p>  <p>Take a picture of children recreating a scenario- stick in books (small image). Thinking hat reflection (Yellow, green, blue and black hat) of what they learnt on how you can explore the setting, examining body language, facial expressions of characters.</p>	<p style="text-align: center;"><u>Our Religion, Our Beliefs</u></p> <p><u>L.I: We are reflecting upon significant symbols in religions and creating artwork using these symbols to represent our beliefs.</u></p> <p>In this lesson the children will be learning about significant symbols in different religions to create their own artwork to represent their religion. This is completely individualised and reflects the children's own beliefs.</p> 
PSHCE	Music - Sing Up	Computing - Teach Computing

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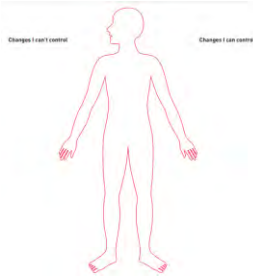
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Unit: Changing me

L.I: We are learning to understand that boys and girls' bodies change from the outside to get us ready for adulthood.

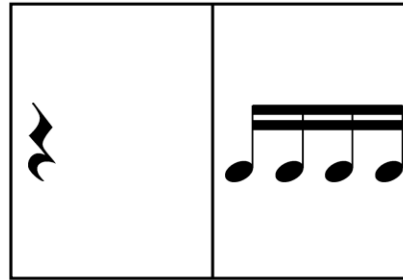
Can we control these changes to our bodies or are they going to happen? What changes in our lives can we control? For example, we can control what we do when we grow up.



Unit Chilled out clap rap

L.I: We are learning to explore notation in relation to three durations - crotchets ('walk'), paired quavers ('jogging'), and crotchet rest ('shh').

In this lesson the children will be using physical movements such as walking, jogging and 'shh' to mirror three music notations. They will use this notation to create their own patterns.



Unit - Programming B - Events and actions in programs

L.I: We are learning to adapt a program to a new context.

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.



Sky Arts

Topic - Cornerstones

PE - Get Set 4 PE

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Explore-

Your Explore Challenge

In groups of three, pick a photograph from the photography studio and recreate it using the same techniques as the photographer.

Before you get started, ask yourselves:

- Why are you drawn to this character?
- What is the photographer telling us about this character?
- What are the clues?
- What techniques have they used?

Take it in turns to be:

- The photographer
- The character
- The editor

In groups of 3, children pick an image from a photography studio to recreate.

Make-

Before you start your Make Challenge, you need to plan your key art poster.

- 1 Create up to three new characters for the story
- 2 Consider how you will tell each of the characters' stories
- 3 Use the Photo Expert Cards to help you explore the different techniques

Planning their character can be done in sketchbooks.

Key art posters to be done in their sketchbooks. You may like to create 3 characters together and focus on two or three techniques (e.g. distance / lighting / poses) that everyone can use to make their key art poster.

Share-

Time to celebrate your work!

Look at each other's key art posters.

- Can you tell what the characters are like from the photographs?
- Can you describe them using adjectives? Record these adjectives on sticky notes and pass them next to the key art posters.

Transform the classroom into a gallery by displaying the children's key art posters around the room.

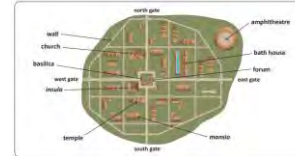
History - Roman Empire

Lesson 1:

LI: We are learning to understand and describe the Romanisation of British towns.

The children are going to learn about how the Romans changed British towns by building roads, buildings made with bricks and bath houses. The children will answer a range of questions about the towns. They will draw and label their own Romanised British town.

Layout of Roman towns
All Roman towns were built in the same grid pattern, like a chessboard. The roads ran either from north to south or from east to west. Each town had a central square, called a forum and a town hall called a basilica. Shops, houses and apartment buildings lined the streets.



Lesson 2:

LI: We are learning to understand the rich and cultured life that the Romans led.

Children will use artefacts to help them understand and understand how the Romans lived a rich and cultured life. The artefacts will tell them who used it and for what purpose. The children will complete a worksheet with different artefacts and explain how they help us understand Roman life.

Roman artefact?	What it is and what does it tell us about Roman/British culture?
	<ul style="list-style-type: none"> • What is this artefact? • Who owned it? • What does it tell us about Roman/British culture?
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Unit

Lesson 3: Rounders

LI: To develop fielding skills to limit the batter's score

Use the same organisation (leave the racket in the centre, they will need it later). Pupils move the cones in a few steps. They roll the ball around their square.

Create a short barrier by turning your foot sideways behind the ball.



Lesson 3: Cricket

LI: To develop fielding skills to limit the batter's score.

What is the job of the fielder?

To limit points/runs. To prevent the ball from crossing the boundary or quickly bring the ball towards the wickets. To catch batted balls. Break this down into three key skills: catch, block, throw.



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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.

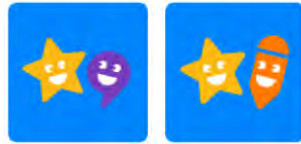
Reading/Spelling and Grammar



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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			<p>Reminders:</p> <p>Spanish day - 28th June 2024</p>
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