

Weekly Overview of Learning



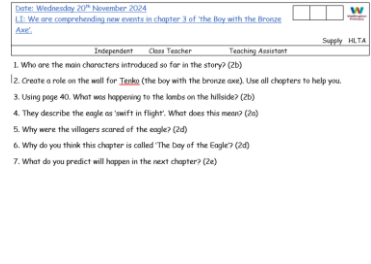
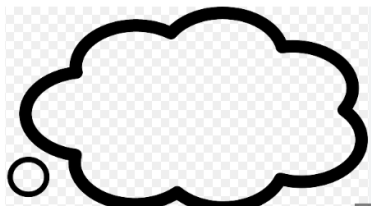
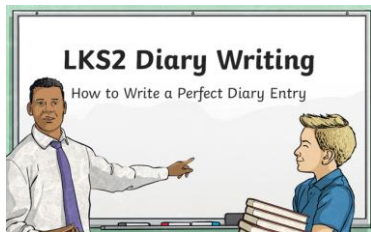
Year Group: Year 3 Week beginning: 18th November 2024

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 Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
Writing	<u>LI: We are writing a speech for and against gender roles based upon treatment towards Kali in 'The Boy with the Bronze Axe'.</u>	<u>Stonehenge Trip - Turquoise and Sapphire</u> <u>LI : We are practising our oracy by reading our speeches aloud.</u>	<u>LI: We are comprehending new events in chapter 3 of 'the Boy with the Bronze Axe'.</u>	<u>LI: We are learning to create a thought bubble in role as Tenko</u>	<u>LI: We are learning all about the key features of how to write a diary.</u>
Speaking and Listening Focus	Language of argument An argument for is... because... An argument against is... because... I understand however / due to / but / therefore... I accept your decision however I feel / believe...because / as / due / to...	Language of argument An argument for is... because... An argument against is... because... I understand however / due to / but / therefore... I accept your decision however I feel / believe...because / as / due / to...	Language of comprehension I agree/disagree because... I appreciate/understand.....'s opinion because/as/due to... However I feel... because/as/due to... My opinion/view is... because/as/due to...	Language of opinion I believe... because... What is your opinion on...? How do you feel when...? Why do you feel...? When... What... After... Then... As a result of... Later...	Language of retelling As a result of... Meanwhile... I remember that... Then this happened... Later on... Eventually... Unfortunately... Luckily...
Key vocabulary and Key Blooms higher order thinking questions	<u>Key Vocabulary:</u> Balanced argument Agree Disagree Reasons Kali Brockan Gender <u>Key questions:</u> How could we introduce our speech? What is a balanced argument? What does gender mean? Do you think it is fair?	<u>Key Vocabulary:</u> Balanced argument Agree Disagree Reasons Kali Brockan Gender <u>Key questions:</u> How could we introduce our speech? What is a balanced argument? What does gender mean? Do you think it is fair?	<u>Key Vocabulary:</u> Skara Brae Kali Brockan Comprehension Infer Retrieve <u>Key questions:</u> Who are the main characters introduced so far in the story? They describe the eagle as 'swift in flight'. What does this mean? Why were the villagers scared of the eagle? (2d) Why do you think this chapter is called 'The Day of the Eagle'?	<u>Key Vocabulary:</u> Skara Brae Kali Brockan Tenko Thoughts Emotions I believe Opinions <u>Key questions:</u> What is a thought bubble? How does Kali feel? How does Tenko feel from chapter 1 to 3? Do the emotions change?	<u>Key Vocabulary:</u> Introduction Paragraphs Past tense Time connectives Chronological order Significant events. Emotive language <u>Key questions:</u> What features can you identify? Has emotive language been used? Which tense has the diary entry been written in? How many time connectives can you find? Is it written in 1st, 2nd, 3rd person? What wow words have been used?

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Activities					
<p>Activities</p>	<p>Last week we spoke about if this was fair and the differences between male and female roles!</p> <p>Today we are going to write our discussion and make sure we have a fair argument for and against gender roles.</p> 	<p>Today you are going to be given the opportunity to read your speech aloud to the class!</p> <p>The children will get to use oracy and able to discuss their arguments in depth with each other building their confidence when speaking in front of peers</p> 	<p>In today's lesson the children will be reading chapter 3 and answering questions on what they have read so far. The children will learn how to retrieve key information from the text and how to answer in full sentences.</p> 	<p>The children will be creating a thought bubble where they will be exploring different thoughts and feelings from chapter 1 - 3. The children will be focusing on the character Tenko and his journey to a new village</p> 	<p>In today's lesson the children will be learning about diary features. This is to prepare them for when they have to recount the events from the book in the perspective of the a day in the life of Kali reflecting on a significant event or their thoughts and feelings throughout the story</p> 

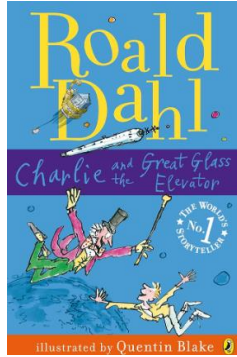
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**Class Text –
Reading
Aloud**
10-15 mins
each day

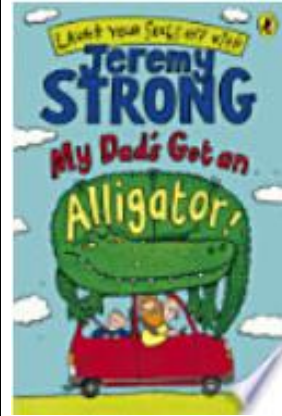
Topaz

TEXT – Charlie and the Great
Glass Elevator
Author – Roald Dahl



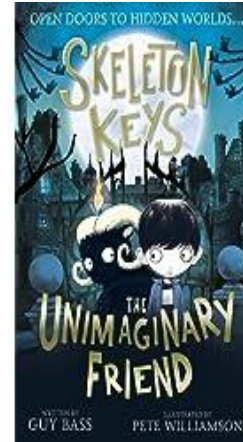
Sapphire

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



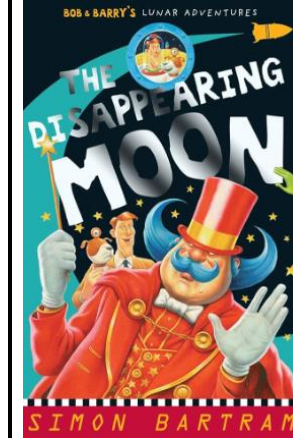
Turquoise

Text – Skeleton Keys
Author - Guy Bass



Lapis

Text – The disappearing moon
Author - Simon Bartram



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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to multiply by 8 by using our knowledge of the 4 timetables.</u>	<u>Stonehenge trip</u>	<u>LI: We are learning to divide by 8 using sharing and grouping.</u>	<u>LI: We are using our knowledge of dividing, grouping and sharing to deepen our understanding of the 8 times table.</u>	<u>LI: We are learning to recall our 2s, 4s and 8 times table.</u>

Key vocabulary and key questions	<p><u>Key vocabulary</u> 8 timetables Multiply Doubling Commutativity Groups of Equal Same Array Number sentence</p> <p><u>Key questions</u> How many equal groups are there? How many are in each group? How can you write a number sentence to show this? How many lots of 8 do you have? What is the relationship between multiplying by 4 and multiplying by 8?</p>	<p>Why Are the Children Visiting Stonehenge?</p> <p>We are excited to take the children on a visit to Stonehenge as part of their history curriculum.</p> <p>This trip will offer a unique opportunity to explore one of the world's most famous prehistoric monuments, helping the children deepen their understanding of ancient civilizations and how people lived during the Neolithic period.</p> <p>Through this hands-on learning experience, they will gain valuable insights into history, archaeology, and the significance of Stonehenge as a cultural and historical landmark.</p>	<p><u>Key vocabulary</u> 8 timetables Multiply Divide Doubling Halving Groups of Equal Same Array Sharing Grouping</p> <p><u>Key questions</u> How can you share into 8 equal groups? How can you put them into equal groups of 8? What is the difference between sharing and grouping? Is this question asking you to share them or group them? How do you know? How can you show that dividing by 8 is the same as dividing by 2 three times?</p>	<p><u>Key vocabulary</u> Multiple equal groups lot's of times array sharing grouping divide</p> <p><u>Key questions</u> How many lots of 8 do you have? How many groups of 8 are there in ? What can you partition into to help you multiply by 8? What can you partition into to help you decide whether it is in the 8 times-table? What strategy can you use when multiplying/dividing by 8?</p>	<p><u>Key vocabulary</u> Multiple equal groups lot's of times array sharing grouping divide 2s, 4s, 8s</p> <p><u>Key questions</u> What is the relationship between multiplying by 4 and multiplying by 8? How can you show that multiplying by 4 is the same as multiplying by 2 and then by 2 again? How can you show that dividing by 4 is the same as dividing by 2 and then by 2 again?</p>
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Activities

Children will build on their knowledge of the 4 times-table to multiply by 8. Children apply their knowledge of equal groups and use concrete manipulatives and pictorial representations to explain the link between counting in 8s and multiplying by 8. Children will recognise that each multiple of 8 is double its equivalent multiple of 4, and may take this further to realise that multiplying by 8 is the same as doubling three times. Children may also recognise that calculating 8 lots of a number is the same as calculating 10 lots of the same number and subtracting 2 lots of it. Children also explore the commutativity of multiplication.

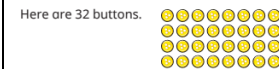


Complete the sentences.
 How many legs do 5 spiders have altogether?
 There are _____ legs on each spider.
 _____ + _____ + _____ + _____ + _____ = _____
 _____ \times 8 = _____
 _____ spiders have _____ legs altogether.

Children will apply their knowledge from the last lesson and explore dividing by 8 through sharing into 8 equal groups and grouping into 8s.



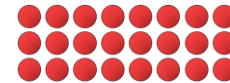
Children will identify whether the question involves sharing or grouping and use appropriate concrete manipulatives or pictorial representations to support their understanding. They will recognise that dividing by 8 is the same as dividing by 2 three times, or halving three times.



- Share the buttons into 8 equal groups and complete the sentence.
32 shared into _____ equal groups is _____
 - Circle groups of 8 buttons and complete the sentence.
There are _____ groups of 8 in 32
- What is the same? What is different?

In this small step, children draw together their knowledge of multiplying and dividing by 8 in order to deepen their understanding of the 8 times-table.

Children continue to use concrete manipulatives and pictorial representations within this step. They use arrays to support their understanding of partitioning, for example $7 \times 8 = 5 \times 8 + 2 \times 8$. Children continue to explore the commutativity of multiplication: if $3 \times 8 = 24$, then $8 \times 3 = 24$. Children could be stretched to consider finding numbers in the 8 times-table that are greater than 96. They should use their understanding of partitioning to support them with this, for example $10 \times 8 + 6 \times 8 = 128$ so 128 is in the 8 times-table.



I'm going to make an array to show 3×8

So far, children have explored multiplying by 2, 4 and 8 in detail, but focused on one particular skill at a time. Although they may have begun to make links between them, this small step provides children with explicit opportunities to make connections between the 2, 4 and 8 times-tables. They link multiplying by 4 to doubling then doubling again, and multiplying by 8 to doubling three times. They should also recognise that dividing by 4 is the same as halving then halving again, and dividing by 8 is the same as halving three times. By the end of this step, children will be able to apply their knowledge of known facts to support them; for example, to work out 7×8 , children can do $7 \times 2 \times 2 \times 2$, or to calculate $56 \div 8$, they can do $56 \div 2 \div 2 \div 2$


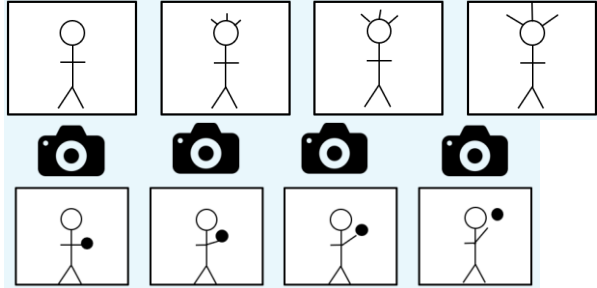
Complete the table.

\times	2	4	8
3	6		
	10	20	
			72

What do you notice?

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<p><u>Music - Sing Up</u></p>	<p><u>ART - Kapow</u></p>	<p><u>Computing - Teach Computing</u></p>						
<p>Unit 3 - Latin Dance <u>LI: We are learning and practising the first and second step of the salsa dance.</u> Key vocab: <u>Salsa, Step 1/2, Side basic, Front basic</u></p> <p>In this lesson the children will continue their learning of Salsa dancing, looking closely at the first and second step. This gives the children an opportunity to explore this dance style.</p> 	<p>Unit 2 - Lesson 1 <u>LI: We are learning about key features of man made prehistoric art.</u> Children will be exploring prehistoric art to understand why certain images were commonly used, as well as learning about scale and attention to detail.</p> <p>Why were animals always painted? What was used as paint? Did they have mainly colours? All these important questions will be answered throughout this new term in Art.</p> 	<p>Unit 2 - Stop Motion Animation <u>LI: We are going to relate animated movement with a sequence of images.</u></p> <p>In the previous lesson, learners created their own flip book-style animations. In this lesson, they will develop this knowledge, and apply it to make a stop-frame animation using the cameras and the chromebooks.</p> 						
<p><u>Spanish - Language Angels</u></p>	<p><u>RE - Widening Horizons</u></p>	<p><u>PSHCE - Jigsaw</u></p>						
<p><u>LI: We are learning how to name five animals in Spanish with the correct indefinite article (un/una).</u></p> <p>This term in Spanish we will be learning all about animals (Los animales) In today's lesson the children will learn 5 animals and identify the article (un/una)</p> 	<p><u>LI:</u> Key vocab: Mandir, Significance, key features</p> <p><u>LI: We are learning about special Hindu festivals and their significance to the religion.</u></p> <p>This week in RE the children will be learning about the different Hindu festivals and their significance to the religion.</p> <p>Main Hindu Festivals</p> <p>Hindus celebrate many special days during the year. You will learn about 3 of the main festivals in this lesson.</p> <table border="1"> <tr> <td>Holi</td> <td>Navaratri</td> <td>Diwali</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Holi	Navaratri	Diwali				<p><u>LI: We are learning to understand that everybody's family is different and important to them.</u></p> <p>Key vocab: similar, different, unique, important</p> <p>In this week's learning the children will begin the topic of celebrating differences. In this lesson the children will discuss and look into how everyone's families are different and use this to create their own family portrait.</p> 
Holi	Navaratri	Diwali						
								

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Science - Cornerstones

Unit 2 - Lesson 1 and 2

LI: We are learning how to use data as evidence to effectively answer questions

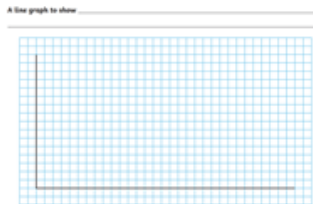
Skill: to gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy

Using our data from last week we are now going to create our own bar chart.

Step 1: Write the date and LI (not skill)

Step 2: Copy your table from last week (surface and frictional force)

Step 3: Then stick the template bar chart onto next page



Lesson 2

LI We are learning to use data as evidence to answer questions about frictional forces.

Using our bar chart and results, children will answer questions about the data they found and whether their predictions were correct or not.

Stonehenge trip

Why Are the Children Visiting Stonehenge?

We are excited to take the children on a visit to Stonehenge as part of their history curriculum.

This trip will offer a unique opportunity to explore one of the world's most famous prehistoric monuments, helping the children deepen their understanding of ancient civilizations and how people lived during the Neolithic period.

Through this hands-on learning experience, they will gain valuable insights into history, archaeology, and the significance of Stonehenge as a cultural and historical landmark.

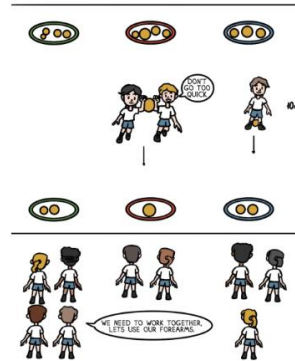
PE - Get Set 4 PE

Unit 3 - OAA

Lesson 3 - LI: We are learning to involve all team members to work towards a shared goal.

Key Words: teamwork, goal, involvement

In this lesson the children will be working towards a shared goal and need to use their teamwork and communication skills to achieve that goal.



Unit 4 - Dodgeball

Lesson 3 - LI: We are learning to identify and develop skills to avoid being hit.

Key Words: agility, avoid, skills, dodge

In this lesson the children will be learning how to dodge and avoid getting 'out' by the ball. They will practise drills and mini 4 by 4 games to put their skills into practice.



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Homework

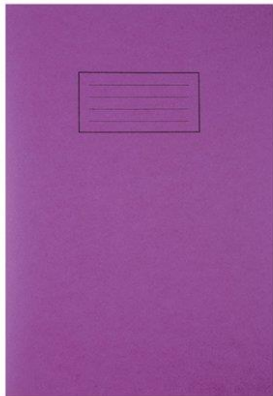
Homework is set on a **Thursday** and due back on a **Monday** online (Google classroom or other platforms)

Reading and spelling.

Reading

Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Tasks are due and will be changed every Monday.

Your teacher will check, mark and sign your work once a week.



Spellings



Dictation Sentences

1. During the **experiment** the flame seemed to **disappear** and was **difficult** to see.
2. Who do you think are **important** people in **history**?
3. If you close your eyes, you can **imagine** being in the jungle.
4. It was a bad **experience** when she had an **accident**.
5. He **accidentally** spilled his drink on the table.
6. His **interest** in sport made him want to become a reporter.

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 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

Topic/Other foundation subjects including writing REMINDERS - trips/events/items to bring in

All year groups

Please remember to wear the correct full uniform. Children should be wearing a white shirt with the school tie, grey trousers and black school shoes. Jumpers and cardigans must be burgundy with the school logo. Girls wear simple stud earrings, no necklaces or big bows to be worn.



Please make sure your child has a glue stick and green pen for their pencil case at school - thank you. Please remember to write your child's name on all school clothes and resources so if they get lost we can return them.

Please remember to bring book bags everyday!

Forthcoming Trips/events for this term:

28th Nov - Beauty and the Beast Pantomime

9th December - Lapis and Topaz to Stonehenge