

# Weekly Overview of Learning

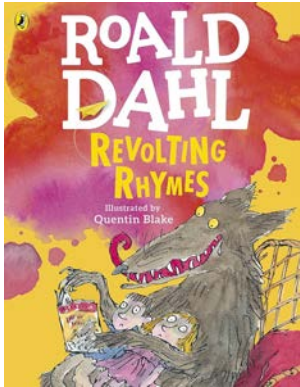
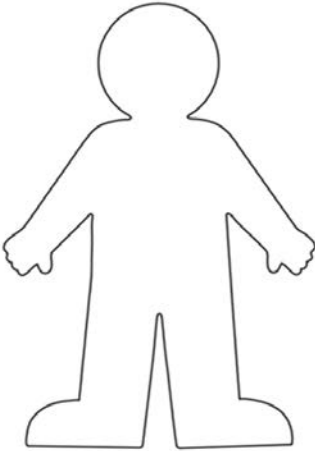


Year Group: Year 3    Week beginning: 2nd December 2024

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  |
|---|---|---|---|--|---|
| Speaking and Listening Focus                                  | <p><b>Language of prediction.</b></p> <p>I predict that... because...<br/>however/meanwhile/therefore/also...<br/>I predict that... after...<br/>I predict that... as a result of...<br/>This is probable because...<br/>...and... are different in that...<br/>therefore as a result..<br/>. After...<br/>I predict that...</p>  | <p><b>Language of deduction.</b></p> <p>I conclude that... because... I found that... because...<br/>As a result of... I conclude that...<br/>After looking at the data/information/results I conclude that...<br/>On observing I found that...</p>   | <p><b>Language of description</b></p> <p>It looks/feels/sounds/smells like...<br/>It appears to be... because...<br/>It seems to be... as...<br/>I think it looks like... due to...<br/>It reminds me of... because / therefore / meanwhile...<br/>Why? How? What? Tell Me About...</p>   | <p><b>Language of description</b></p> <p>It looks/feels/sounds/smells like...<br/>It appears to be... because...<br/>It seems to be... as...<br/>I think it looks like... due to...<br/>It reminds me of... because / therefore / meanwhile...<br/>Why? How? What? Tell Me About...</p>  | <p><b>The Language of Evaluation</b></p> <p>I found this work... because...<br/>Next time I could/would...<br/>Maybe you could try... /<br/>I feel that... I enjoyed it because...<br/>... was successful / ambitious because...<br/>You could improve this work by...</p>  |
| Key vocabulary and Key Blooms higher order thinking questions | <p><b>Key Vocabulary:</b><br/>Inference<br/>Prediction<br/>Front cover<br/>Blurb<br/>Reading domains<br/>Collaborative<br/>Paired work</p> <p><b>Key questions:</b><br/>How can you use the front cover to make inferences?<br/>How can you use the blurb to make inferences?<br/>Using the front cover and blurb, what predictions can you make about the book?<br/>What evidence supports your predictions?</p> | <p><b>Key Vocabulary:</b><br/>Revolting Rhymes<br/>Cinderella<br/>Retrieval<br/>Inference<br/>Comprehension<br/>Traditional tales</p> <p><b>Key questions:</b><br/>What happened in the beginning of this story?<br/>What happens in the middle of this story?<br/>What happened at the end of this story?<br/>How is this story different from the traditional tale?</p> | <p><b>Key Vocabulary:</b><br/>Expanded noun phrases<br/>Cinderella<br/>Revolting rhymes<br/>Role on the wall<br/>Personality<br/>Appearance</p> <p><b>Key questions:</b><br/>What is an expanded noun phrase?<br/>What adjectives can we collect from the book?<br/>What is her personality like?<br/>What is her appearance like?<br/>How do you know?</p> | <p><b>Key Vocabulary:</b><br/>Role on the wall<br/>Personality<br/>Appearance<br/>Characteristics<br/>Revolting Rhymes<br/>Cinderella<br/>Ugly Sister<br/>Character Description<br/>Compare<br/>Contrast</p> <p><b>Key questions:</b><br/>What is Cinderella's personality?<br/>What does Cinderella look like? How could you describe her using expanded noun phrases or similes?<br/>How might you compare the similarities and differences of these two characters?</p> | <p><b>Key Vocabulary:</b><br/>Poem/Poetry<br/>Adjectives<br/>Verses/Stanza<br/>Types of Poem<br/>Onomatopoeia<br/>Repetition<br/>Rhyme</p> <p><b>Key questions:</b><br/>What do you recognise from these poems?<br/>What are the key features of a poem?<br/>Have you ever used these key features before?<br/>Can you spot these key features in a comprehension activity?<br/>Do you understand what poetry is?</p> |

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| <p><b>Activities</b></p> | <p>We will be introducing a new class text this week called Revolting Rhymes.</p> <p>Children will be introduced to poems over the next weeks, focusing on vocabulary, style and language. Today's lesson requires the children to use their inferring skills and make predictions based on the front cover and blurb.</p>  | <p>The children will read the first chapter which is about Cinderella but not the traditional tale, the children will then answer comprehension questions about the first chapter to help them with their learning over the next few weeks.</p> <p>Tick true or false in the following table to show what Cinderella asked the Fairy to give her before the ball. (2 marks)</p> <table border="1" data-bbox="640 491 999 563"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>Dress</td> <td></td> <td></td> </tr> <tr> <td>Glass slippers</td> <td></td> <td></td> </tr> <tr> <td>Tears</td> <td></td> <td></td> </tr> <tr> <td>Earrings</td> <td></td> <td></td> </tr> </tbody> </table> <p>How can you tell that Cinderella was unhappy at being left in the cellar while the Ugly Sisters went to the Palace Ball? Give two examples. (2 marks)</p> <p>(1) _____</p> <p>(2) _____</p> |  | True | False | Dress |  |  | Glass slippers |  |  | Tears |  |  | Earrings |  |  | <p>In this lesson the children will be creating a role on the wall of the character of Cinderella from our new class text 'Revolting Rhymes'. They will be unpicking the type of person that this Cinderella is and what she looks like, paying attention to before and after the transformation with the fairy.</p> <p>To extend the learning, the children can progress onto looking at a role on the wall for the Ugly Sister, they will be using this character to compare personality and appearance to Cinderella.</p>  | <p>To progress their ideas, the children will be using their role on the wall from the previous lesson to write up a character description of Cinderella.</p>  <p>Cinderella</p> | <p>In this lesson the children will be taught the key features of poetry and what can be used in a poem. They will go through a powerpoint which details all the key features and how they can be used.</p> <p>Once the children have a better understanding of the key features of poetry they will be completing comprehension about a poem, unpicking all the key features.</p>  |
|--------------------------|--|--|--|------|-------|-------|--|--|----------------|--|--|-------|--|--|----------|--|--|---|---|--|
|                          | True   | False  |  |      |       |       |  |  |                |  |  |       |  |  |          |  |  |   |   |  |
| Dress                    |  |  |  |      |       |       |  |  |                |  |  |       |  |  |          |  |  |   |   |  |
| Glass slippers           |  |  |  |      |       |       |  |  |                |  |  |       |  |  |          |  |  |   |   |  |
| Tears                    |  |  |  |      |       |       |  |  |                |  |  |       |  |  |          |  |  |   |   |  |
| Earrings                 |  |  |  |      |       |       |  |  |                |  |  |       |  |  |          |  |  |   |   |  |

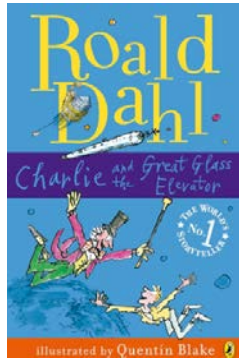
# Weekly Overview of Learning

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

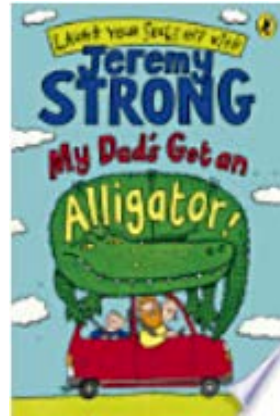
## Topaz

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



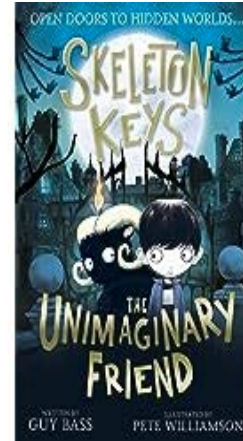
## Sapphire

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



# Weekly Overview of Learning

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| Maths | Lesson 1   | Lesson 2  | Lesson 3  | Lesson 4   | Lesson 5   |
|-------|--|---|---|--|--|
|       | <u>LI: We are recapping adding and subtracting two numbers without exchange.</u> | <u>LI: We are consolidating methods to add two numbers across 10 and 100 with exchange.</u> | <u>LI: We are applying our methods to subtract two numbers across 10 and 100 with exchange.</u> | <u>LI: We are adding and subtracting 2 digit and 3 digit numbers with and without exchange</u> | <u>LI: We are consolidating our prior knowledge in order to add and subtract while grouping.</u> |

|  |   |   |   |   |
|--|---|---|---|---|
| <p><b>Key vocabulary and key questions</b></p> <p><b>Key vocabulary</b><br/>Key Vocabulary: (lesson specific)<br/>Adding<br/>Subtract<br/>Two numbers<br/>Place value<br/>Ones<br/>Tens<br/>Hundreds<br/>Columns<br/>Base 10</p> <p><b>Key Questions:</b><br/>How can you represent the question using base 10?<br/><br/>How can you put these numbers into a place value chart?<br/><br/>Does it matter which columns you add together first?<br/><br/>Do you have enough ones/tens to make an exchange?<br/><br/>What do you put in the tens column if there are no tens?<br/><br/>Do you need to make both numbers before you can subtract?</p> | <p><b>Key Vocabulary: (lesson specific)</b><br/>Add<br/>10<br/>100<br/>Exchange<br/>Place value<br/>Base 10<br/>Ones<br/>Tens<br/>Hundreds</p> <p><b>Key Questions:</b><br/>Does it matter which column's numbers you add together first?<br/><br/>Do you have enough ones to make an exchange?<br/><br/>Where do you put the ten that you made from exchanging 10 ones in your model?<br/><br/>How can you show that you have exchanged 10 ones in your written calculation?<br/><br/>Does it matter which column you add together first?<br/><br/>Do you have enough ones/tens to make an exchange?</p> | <p><b>Key Vocabulary: (lesson specific)</b><br/>Subtract<br/>10<br/>100<br/>Exchange<br/>Place value<br/>Column method<br/>Ones<br/>Tens<br/>Hundreds</p> <p><b>Key Questions:</b><br/>How can you show this question using base 10?<br/><br/>Can you subtract 2 ones from 5 ones?<br/><br/>Can you subtract 5 ones from 2 ones?<br/><br/>Do you need to make an exchange?<br/><br/>How can you show an exchange using base 10 or place value counters?<br/><br/>How can you show an exchange from the hundreds using the written method?</p> | <p><b>Key Vocabulary:</b><br/>Subtracting<br/>Place value<br/>2-digit<br/>3-digit<br/>Base 10/Dienes<br/>Column methods<br/>Exchange</p> <p><b>Key Questions:</b><br/>How can you show this question using base 10?<br/><br/>How can you write this calculation using the formal written method?<br/><br/>Have you put all the digits in the correct columns?<br/><br/>Do you need to make an exchange?<br/><br/>If you cannot exchange from the tens, what should you do?<br/><br/>What could you write in the hundreds column if there are no hundreds?</p> | <p><b>Key Vocabulary:</b><br/>Addition<br/>Subtraction<br/>Consolidate<br/>Method<br/>Column<br/>Part-Whole<br/>Bar Model<br/>Fluency</p> <p><b>Key Questions:</b><br/>What is the whole?<br/><br/>What parts do you know?<br/><br/>Which operation do you need to use?<br/>Can you use a mental method or do you need to use a written one?<br/><br/>Which method is more efficient?<br/><br/>What does this arrow represent on the bar model?</p> |
|--|---|---|---|---|

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So far in this block, children have mentally added and subtracted 1s, 10s and 100s with 3-digit numbers. The focus now moves to written addition and subtraction. By the end of this small step, children will be able to add and subtract two numbers, either both 2-digit or both 3-digit, using the formal written method.

There are no exchanges in this step, but it is still worth asking the children, "Do you need to make an exchange?" in order to support future learning. The next few small steps involve addition and subtraction where exchanges are necessary.

|   |   |   |  |
|---|---|---|--|
|   | T | O |  |
|   | 8 | 5 |  |
| - | 2 | 4 |  |
|   |   |   |  |

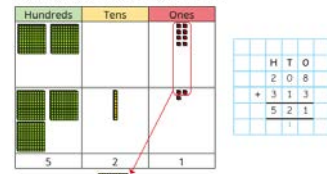
|   |   |   |   |
|---|---|---|---|
|   | H | T | O |
|   | 3 | 2 | 8 |
| - | 1 | 0 | 7 |
|   |   |   |   |

|   |   |   |
|---|---|---|
|   | T | O |
|   | 7 | 3 |
| + | 2 | 5 |
|   |   |   |

|   |   |   |   |
|---|---|---|---|
|   | H | T | O |
|   | 5 | 2 | 4 |
| + | 3 | 7 | 3 |
|   |   |   |   |

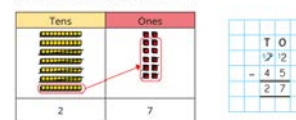
In this small step, they again add two numbers, but now with exchanges into the tens: when the ones are added together, they will (sometimes) total more than 9. Both numbers are made using base 10 or place value counters in a place value chart. Children need to begin adding in the ones column, working from right to left. In this small step, they exchange 10 tens for 1 hundred. Children make both numbers using base 10 or place value counters. They need to begin adding in the ones column, working from right to left. After adding each column, ask whether they need to make an exchange. Seeing 10 tens physically swapped for 1 hundred, alongside the formal written method, will deepen children's understanding of this step.

Dexter uses base 10 to work out 208 + 313



So far in this block, children have completed the formal written method for addition with exchanges in both the tens and hundreds columns. They now move on to the written method for subtraction with exchanges. In this small step, they subtract both 2- and 3-digit numbers, exchanging 1 ten for 10 ones. This small step will be children's first experience of subtraction across a 100, and they will use base 10 and place value counters to represent calculations alongside the written method. At each step of the subtraction, children should be asking whether they need to make an exchange.

Annie uses base 10 to work out 72 - 45



In this small step, children subtract 2-digit numbers from 3-digit numbers. The different sizes of numbers can sometimes confuse children, especially when lining up the digits in place value columns. Some children may find it helpful to write a zero placeholder. This step will also be the first time that children exchange from the hundreds column to the ones column in a two-part exchange because there are no tens in the original number. Make sure children exchange 1 hundred for 10 tens before exchanging one of those tens for 10 ones.

A computer costs £558  
Mrs Singh has £89  
How much more money does Mrs Singh need to buy the computer?



Tiny is working out 526 - 31

|   |   |   |   |
|---|---|---|---|
|   | H | T | O |
|   | 5 | 2 | 6 |
| - | 3 | 1 |   |
|   | 2 | 1 | 6 |

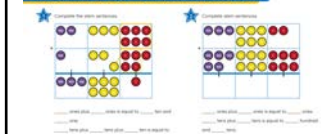


Explain the mistake Tiny has made.  
Find the correct answer.

In this lesson the children will be consolidating their learning of addition and subtraction through workbooks and questioning.

The children will have a variety of different questions to challenge their thinking and knowledge of addition and subtraction.

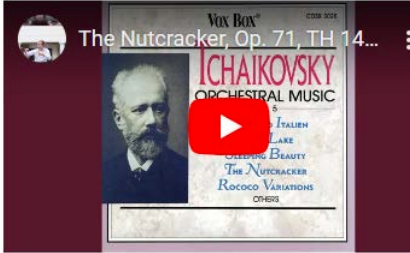

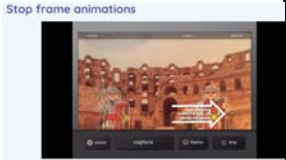
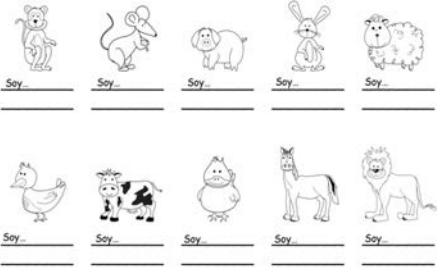


YR3 AS-2b Add up to 3-Digit Numbers with Regrouping





# Weekly Overview of Learning

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| Music - Sing Up  | ART - Kapow  | Computing - Teach Computing   |
|--|--|---|
| <p><b><u>March from 'the Nutcracker'</u></b><br/> <b><u>LI: We are learning to actively listen and respond to musical themes through movement.</u></b></p> <p>This week in music the children are moving onto a new type of music looking at March from 'the Nutcracker'. They will be exploring how to actively listen to the rhythm and beat and translate that into a movement.</p>  | <p><b><u>Unit 2 -</u></b><br/> <b><u>LI: We are exploring how natural products produce pigments to make different colours.</u></b><br/> <b><u>(carried over due to Panto)</u></b></p> <p>In this lesson children will be exploring natural pigments and how they are produced. By collecting materials on a nature hunt, children are asked whether it will leave a pigment to use as paint, exploring the idea that people during the Stone Age would have used these items.</p> <p>Once they have collected enough material, they are then asked to create an image using their naturally made paint.</p>                      | <p><b><u>Unit 2 - Animations</u></b><br/> <b><u>LI: We are learning to sequence frames to start making our stop frame animations.</u></b></p> <p>Children will use the Ipad and their images to begin making their stop frame animations. Children will use onion skinning to make small changes between frames. They will use a checklist as they use their Ipads to create their animation. Children will discuss what changes and what stays the same when they are using stop frame animations on the Ipad such as the characters move but the background stays the same.</p>  |
| Spanish - Language Angels  | RE - Widening Horizons   | PSHCE - Road Safety Week  |
| <p><b><u>Los Animales</u></b><br/> <b><u>LI: We are learning how to introduce each of the animals in Spanish.</u></b></p> <p>In Spanish this week the children are going to be learning how to introduce each of the animals. They will be learning how to use the appropriate introduction of "Soy" for each of the 10 animals.</p>    | <p><b><u>LI: We are learning the importance of an atmospheric environment for Hindu prayer, using our 5 senses.</u></b><br/> <b><u>Key vocab: Mandir, Hindu prayer, 5 senses</u></b><br/> <b><u>(carried over due to Panto)</u></b></p> <p>This week in RE the children are learning the importance of an atmospheric environment and how atmosphere is important to how Hindu's and other faiths pray. They will use a video of a Hindu prayer to make inferences about the different things they see, hear, touch and smell during their worship, linking these ideas to their significance in changing the atmosphere.</p>  | <p><b><u>LI: We are learning how to remain safe near dangerous roads and crossings.</u></b><br/> <b><u>Key vocab: Safe, Unsafe, Road, Crossing</u></b></p> <p>This week the children are taking part in Road Safety Week which highlights how the children can be safe near the road and what safety procedures to look for and follow! The children will be tasked in adding the safety precautions to Alex's route to get her to her friends house and safely to school.</p>   |

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|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

|                               |              |                   |
|-------------------------------|--------------|-------------------|
| <u>Science - Cornerstones</u> | <u>Topic</u> | PE - Get Set 4 PE |
|-------------------------------|--------------|-------------------|

# Weekly Overview of Learning

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## Unit 2 - Lesson 1 and 2

**LI: We are learning that data can be used to provide evidence to 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.

20th November 2024  
 LI: We are using our data to provide evidence to answer questions about frictional forces.  
 Independent Class Teacher Teaching Assistant Supply: H.L.T.A

1. Were there differences in the frictional forces between the surfaces and shoe?  
 yes  no

2. Which surface had the greatest frictional force with the sole of the shoe?  
 \_\_\_\_\_  
 What was this surface like?  
 \_\_\_\_\_

3. Which surface had the smallest frictional force with the sole of the shoe?  
 \_\_\_\_\_  
 What was this surface like?  
 \_\_\_\_\_

## Lesson 1

**LI: We are exploring and researching using evidence who the Amesbury Archer was from the Bronze Age.**

In the lesson, children will be researching and exploring a significant figure from the Bronze Age known as the Amesbury Archer. They will look at different pieces of evidence of him and answer questions based on the evidence.

**Evidence 1**  
Artifacts found in the grave

Archaeologists found around 300 objects in the Amesbury Archer's grave. Some of the objects were made from gold. They are the oldest gold objects ever found in Britain. A list of artifacts included:

- two gold armlets
- two gold foil discs
- a gold ring
- a gold armband, to protect the wrist when using a bow and arrow
- a gold wire, which is believed to have been a snake symbol
- 10 gold armlets
- a gold belt buckle
- a golden ribbed, used by metalworkers
- a gold buckle, which was made of copper and bronze in the Bronze Age

**Evidence 2**  
Tools on the bones (secondary source)

Scientists' testing of the Amesbury Archer's bones showed that he died when he was aged between 35 and 40, that he had an abscess on his jaw and that he had a left leg injury.

1. What does this evidence tell us about the Amesbury Archer? Tick any statements that you think are **facts** that can be proved by the evidence.

He was a very important man.  
 He was buried with around 300 different items.  
 He made Bell Beaker pots.  
 He was buried with the earliest examples of gold objects to be found in Britain.  
 He was buried with these objects to use them in the next life.

2. Write down one statement that is not a fact, but that you assume to be true.

He worked with a ship.  
 He did not have a left leg injury.  
 He had his knowledge in battle.

3. Why do you assume that this is true?  
 \_\_\_\_\_

4. Write down one statement that is not a fact, but that you assume to be true.  
 \_\_\_\_\_

5. Why do you assume that this is true?  
 \_\_\_\_\_

## Lesson 2

**LI: We are consolidating our knowledge of the Bronze Age**

The children will have reached the end of the Bronze Age so they will be consolidating what they have learnt about this period of time.

**Theory 1 - natural disasters and invasions in mainland Europe**  
 There is archaeological evidence that \_\_\_\_\_ invaded 47 times in Europe during the late Bronze Age. Many people would have been killed and cities and crops would have been burnt to the ground. Historians also believe that people \_\_\_\_\_ from overseas, which changed people's way of life. These events made the survivors migrate to other countries in search of food and new \_\_\_\_\_ This spread out as far as \_\_\_\_\_ which led to a shortage of goods. It also caused some areas to have too many \_\_\_\_\_ which led to food shortages. All of the eventually affected Britain.

**Useful words**  
 • earthquakes • frost • invasions • people • trade

**Theory 2 - climate change in Britain**  
 The climate \_\_\_\_\_ weather would have made \_\_\_\_\_ difficult and there would have been less \_\_\_\_\_ to eat. Many people would have died from starvation and others would have turned to the \_\_\_\_\_ to help. Some archaeologists believe that the Bronze Age people \_\_\_\_\_ and weapons that they have found by \_\_\_\_\_ were given them by people who were giving offerings to the gods at this time.

**Useful words**  
 • farming • food • gods • rivers • weather

**Theory 3 - rebellion**  
 The poor rebelled against the rich because of food shortages and the fact that \_\_\_\_\_ had got their power. Now that \_\_\_\_\_ we learn the appearance of the bronze more \_\_\_\_\_ to the poor because everyone could \_\_\_\_\_ iron weapons, not just the wealthy.

**Useful words**  
 • effort • bronze • metalworkers • power

Which theory do you think is the most likely to be true?  
 Theory 1  Theory 2  Theory 3

Why do you think this?  
 \_\_\_\_\_

## Unit 4 - OAA

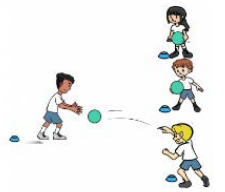
**LI: To develop trust whilst listening to others and following instructions.**

In this lesson pupils will need to trust their teammates in a variety of challenges. Pupils will need to consider these when they are responsible today for someone else's safety.

## Unit 4 - Dodgeball

**LI: To further develop catching and use the rules of the skill within this game.**

Catching to be developed as the children practise drills: one pupil begins at a cone opposite the other three pupils who have a ball each. Pupils take turns to throw at the single player who attempts to catch and return it to the player who threw it at them. Pupils throw in order.





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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:

**9th December - Lapis and Topaz to Stonehenge**