

Weekly Overview of Learning

Year Group: 3 Week beginning: 02.09.24

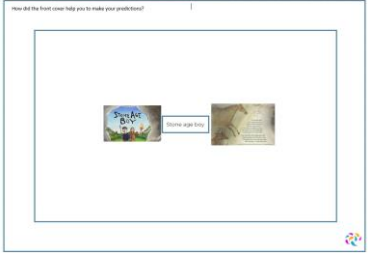
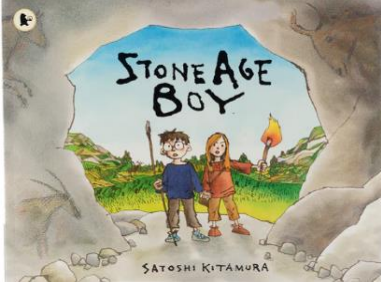


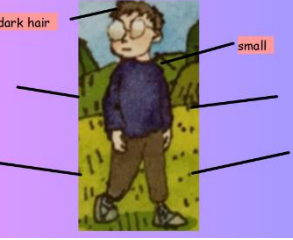
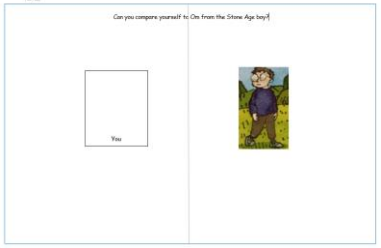
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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing			<u>LI: We are predicting our new class text and inferring from the front cover and blurb</u>	<u>LI: We are learning to answer comprehension questions</u>	LI: We are learning to use comparative adjectives.
Speaking and Listening Focus			Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listen attentively	Collaborative learning. Children will offer relevant contributions and responses in discussion. Children will listen attentively and take turns speaking.	Collaborative learning. Think, pair, share and class discussion. Children will listen attentively and take turns speaking.
Key vocabulary and Key Blooms higher order thinking questions	I N S E T	I N S E T	<p>Key Vocabulary: Predict Inference front cover blurb Stone age Characters Setting</p> <p>Key Questions: How can we create a good prediction using the front cover? What can we use to help us create a prediction? Why do we need to make predictions from a text? What do you think the book is about? Who do you think the main characters are? Who do you think the boy is? What are they holding?</p>	<p>Key Vocabulary: Comprehension Questions Retrieval Recall Skill</p> <p>Key Questions: What does retrieval mean? Have you used this skill before? Can you recall the main character? Where is the story set? Can the images in the book help you?</p>	<p>Key Vocabulary: Comparative Adjectives Noun Suffix Root word</p> <p>Key Questions: What does comparative mean? What is an adjective? Have you used a suffix? Can you recall the different suffixes? Can you make sad into a comparative adjective? What can you compare? Who can you compare yourself to in the story?</p>

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<p>Activities</p>			<p>In today's lesson children will predict what the book stone age boy will be about. They will be inferring from the front cover and blurb to write down their predictions onto a thinking frame.</p> 	<p>Children will discuss the meaning of retrieval when reading a text.</p> <p>Children will read the beginning of the story called 'The Stone Age Boy'.</p>  <p>Children will answer a range of retrieval comprehension questions about the story, using the images in the book to support their answers.</p>  <p>2. Where was he walking?</p> <p>4. Who did he meet?</p> 	<p>Children will recall what an adjective is, and then learn what a comparative adjective is.</p> <div data-bbox="1809 300 2190 545"> <p>What Is a Comparative Adjective?</p> <p>A comparative adjective is used to compare one person, action, thing or state to another. It adds the suffix -er to the original adjective.</p> <p>e.g. brighter</p> <p>'bright' is the original adjective. '-er' is the suffix.</p> <p>It is comparing two things only. E.g. Sam's torch is brighter than John's torch.</p> </div> <p>Children will re-read the beginning of the story.</p> <p>Children are going to be comparing themselves to the character Om from the story. They will collect adjectives as a class to describe Om.</p> <p>Let's collect adjective to describe his appearance</p>  <p>Children will describe and compare themselves to Om.</p> 
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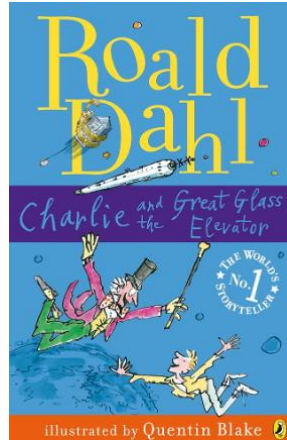
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**Class Text – Reading
Aloud
10-15 mins each day**

Topaz

TEXT –Charlie and the Great Glass Elevator

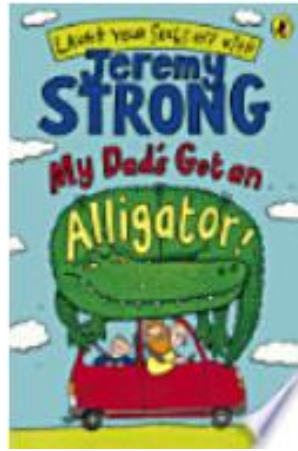
Author – Roald Dahl



Sapphire

Text - My Dad's got an Alligator

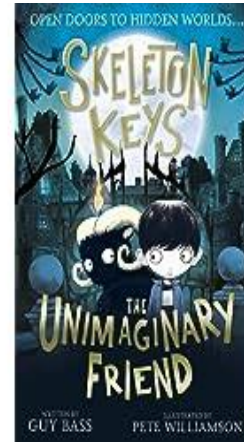
Author – Jeremy Strong



Turquoise

Text – Skeleton Keys

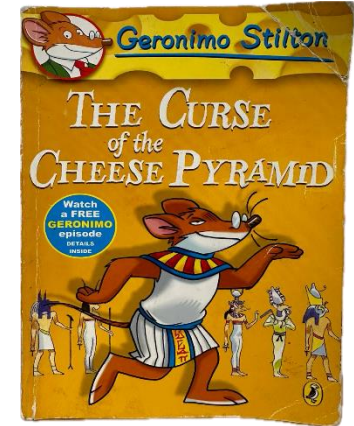
Author - Guy Bass



Lapis

Text – the curse of the cheese pyramid

Author - Geronimo Stilton



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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
			<p><u>LI: We are learning how to present our work correctly in our year 3 maths books.</u></p>	<p><u>LI: We are recapping our prior learning from year 2 to inform our learning in year 3.</u></p>	<p><u>LI: We are consolidating our learning of the 2, 5 and 10 time tables.</u></p>
<p>Key vocabulary and key questions</p>	<p style="text-align: center;">I N S E T</p>	<p style="text-align: center;">I N S E T</p>	<p><u>Key Vocabulary:</u> Presentation Neatness Margin Worksheet Fluent in Five Correctly Year 3 Maths</p> <p><u>Key Questions:</u> How is this presentation similar to the presentation in year 2? How can we ensure we present our work neatly and correctly? What can we use to ensure our work is neat and tidy? Can you use the WAGOLL example to copy the correct presentation into your own book? Do you understand the protocols and expectations of a year 3 book?</p>	<p><u>Key Vocabulary:</u> Prior knowledge Year 2 Year 3 Arithmetic Reasoning Fluency Problem Solving Recapping</p> <p><u>Key Questions:</u> What can you remember from Year 2 that'll inform your learning? What did you already know before attempting this learning? How can your prior learning inform your learning going forward into year 3? What skills do you need/have to help you approach the new learning in year 3?</p>	<p><u>Key Vocabulary:</u> Timetables 2 - Two 5 - Five 10 - Tens Multiply Multiple Skip counting Testing Division Dividing Inverse</p> <p><u>Key Questions:</u> What key multiplication facts do you recall from year 2? How can you skip count to help you answer the multiplication questions? How can you use your 5 times tables to help you answer the 10 time tables questions? How can you use your 10 times tables to help you answer the 5 time tables questions? What strategies do you have to help you recall your knowledge of the timetables?</p>

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Activities

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In this lesson the children will be introduced to the expectations of Year 3 mathematics books. The layout and organisation of maths books in year 3 is slightly different therefore the children will be given the time to practise the layout and complete a 'demo' mathematics worksheet to prepare them for book work the following week.

04.09.2024
PRACTICE SHEET NOT TO STICK IN BOOKS

1. Complete this question on your sheet

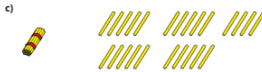
Complete the sentences to match the pictures.



34 can be partitioned into 30 and



34 can be partitioned into and 14



34 can be partitioned into and

2. Complete this question on your sheet

Complete the part-whole models.



This week the children will be having a refresher of their knowledge from year 2 and how it'll progress into year 3.

The children will be completing a range of activities such as mini tests, doodle maths/tables and TTRS to jump start their minds to start the year fresh with knowledge!

Summer progress check

Year 2

Mathematics

Paper 1: arithmetic

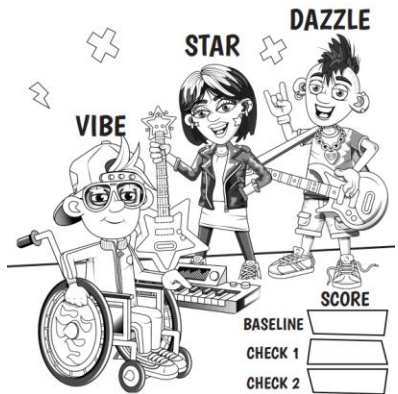
First name				
Middle name				
Last name				
Date of birth	Day	Month	Year	
Teacher				

This progress check has been designed by White Rose Maths. For more information, please visit whiterosemaths.com

In this lesson the children will be practising and consolidating their knowledge of the timetables. They will be given written and online practice to challenge and motivate them to fully perfect their timetables!

NAME: _____

2s 5s 10s

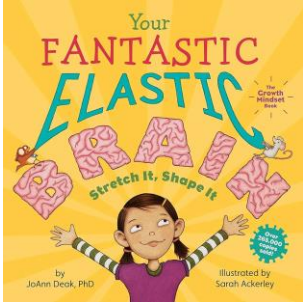

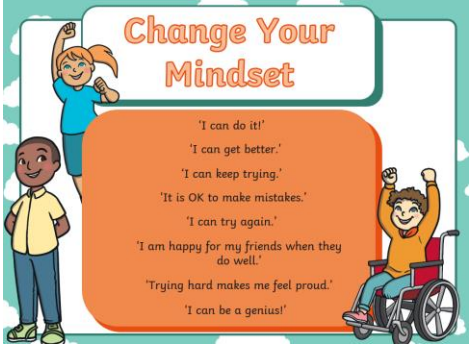
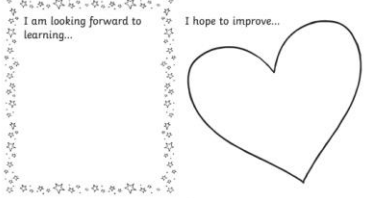
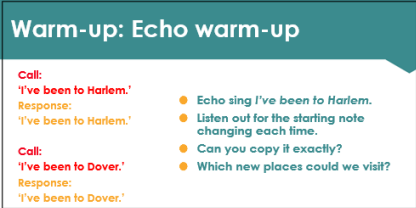


Please continue logging into Doodle Maths and Times-table Rockstars regularly

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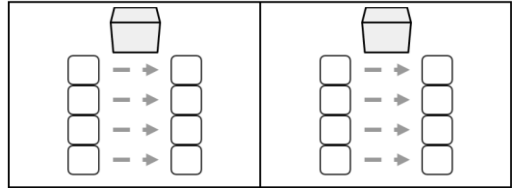
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Thinking Skills	Thinking Skills	Thinking Skills
<p>Lesson 1: LI: We are learning all about the human brain and its different functions.</p> <p>Our brain has many different parts. They are responsible for different things. Children will read a book to find out some more information about the structure of their brain.</p> 	<p>Lesson 2: LI: We are learning to deepen our understanding of the brain looking at neurons and neuroplasticity.</p> <p>The children will learn how to build a strong neural pathway we should:</p> <ol style="list-style-type: none"> 1. Practise the learning again and again. 2. Challenge ourselves and not give up when we make a mistake or the learning gets difficult, the neural pathway will be even stronger if we are finding the learning tough! 	<p>Lesson 3: LI: We are learning about developing a growth mindset for a more positive mental outlook.</p> <p>In the final lesson of thinking skills the children will be learning about how to develop a growth mindset. They will learn techniques and phrases to change the way they approach difficult situations.</p> 
<p style="text-align: center;">PSHCE</p>	<p style="text-align: center;">Music - Sing Up</p>	<p style="text-align: center;">Computing - Teach Computing</p>
<p style="text-align: center;"><u>Getting to know your new school!</u></p> <p>This week the children will be getting to know their new school. The children will have the opportunity to tour and experience the different opportunities in the KS2 building such as the ICT suite, ART room and PE hall.</p> <p>The children will complete a small writing activity to disclose their excitement and worries for the up-coming year!</p> <p style="text-align: center;">My Hopes for the New Year</p> 	<p style="text-align: center;"><u>I've Been to Harlem</u></p> <p><u>LI: We are learning a traditional pentatonic song about travelling around the world, full of creative possibilities.</u></p> <p><u>Children will:</u></p> <ul style="list-style-type: none"> • I Began to learn the song when I was in Harlem. • Listen carefully to the shape of the melody, representing the pitches using body ladder actions. • Listen to Tongo and compare two different versions. <p style="text-align: center;">Warm-up: Echo warm-up</p> 	<p style="text-align: center;"><u>Lesson 1 - How does a digital device work?</u></p> <p>This lesson introduces the concepts of input, process, and output. These concepts are fundamental to all digital devices.</p> <p>LO: To explain how digital devices function</p> <ul style="list-style-type: none"> • I can explain that digital devices accept inputs • I can explain that digital devices produce outputs

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		<p>Processes</p> <p><small>Think of processes for these input/output machines.</small></p>  <ul style="list-style-type: none">I can follow a process
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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

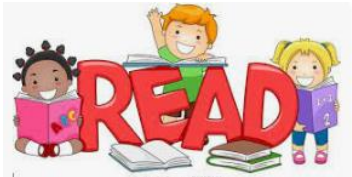
Maths

REMINDERS - trips/events/items to bring in

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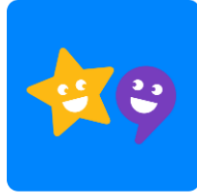


Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.

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.

Try and login to **Bug Club** and **Reading Eggs**.



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.

Superhero Spellings -

The children will be tested weekly on 10 different spellings following the superhero spelling scheme.

They will learn and practise the spelling rule prior to their test every FRIDAY.



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.



Welcome meeting -
Tuesday 17th September @ 3.45pm