

Weekly Overview of Learning

Year Group: Year 3 Week beginning: 20.01.25



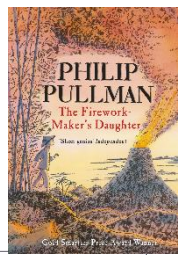
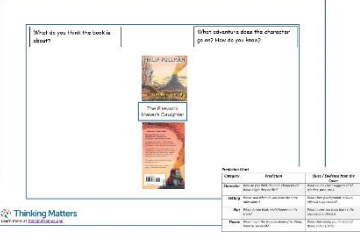
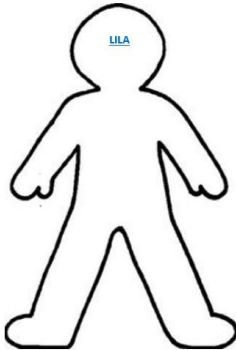
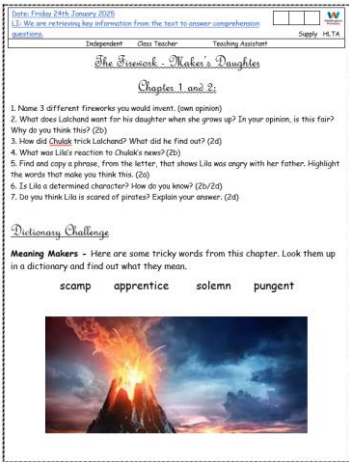


Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI: We are consolidating our understanding of diary features and drafting a diary from the perspective of Idris.</u>	<u>LI: We are writing an emotive diary entry from the perspective of Idris.</u>	<u>LI: We are learning to apply our inference skills to make predictions on our new class text 'The Firework Maker's Daughter'</u>	<u>LI: We are learning to investigate the main character using our inference skills to create a role on the wall.</u>	<u>LI: We are retrieving key information from the text to answer comprehension questions.</u>
Speaking and Listening Focus	<p>Language of sequencing</p> <p>Using independent learning, children will apply their knowledge to drafting their recount.</p> <p>First... because... Next... however... Then... therefore... Finally/Eventually/Lastly... because</p>	<p>Language of sequencing</p> <p>Using independent learning, children will apply their knowledge to drafting their recount.</p> <p>First... because... Next... however... Then... therefore... Finally/Eventually/Lastly... because</p>	<p>Language of prediction.</p> <p>Through collaborative learning, children will discuss their ideas using features of the book.</p> <p>I predict that... because... however/meanwhile/therefore/also ...</p> <p>I predict that... after... I predict that... as a result of... This is probable because... ..and... are different in that... therefore as a result..</p> <p>. After... I predict that...</p>	<p>Language of description</p> <p>It looks/feels/sounds/smells like... It appears to be... because... It seems to be... as... I think it looks like... due to... It reminds me of... because / therefore / meanwhile...</p> <p>Why? How? What? Tell Me About...</p>	<p>Language of deduction.</p> <p>I conclude that... because... I found that... because... As a result of... I conclude that... After looking at the data/information/results I conclude that... On observing I found that...</p>
Key vocabulary and Key Blooms higher order thinking questions	<p>Key Vocabulary: (specific to lesson)</p> <p>Introduction Paragraphs Past tense Time connectives Chronological order Significant events. Emotive language</p> <p>Key questions: What features can you identify? Has emotive language been used? Which tense has the diary entry been written in?</p>	<p>Key Vocabulary: (specific to lesson)</p> <p>Emotions Thoughts Scared Surprised Astonished Frightened Dear diary First person</p> <p>Key questions: What events will you write about? Which device will you use to add description?</p>	<p>Key Vocabulary: (specific to lesson)</p> <p>Prediction Front cover Blurb Perilous Novel Inference Retrieval Features</p> <p>Key questions: What does the title suggest? How has the blurb helped make your prediction?</p>	<p>Key Vocabulary: (specific to lesson)</p> <p>foolish stubborn wise courageous determined kind friendly pretty dangerous brave short slim</p>	<p>Key Vocabulary: (specific to lesson)</p> <p>Front cover Blurb Perilous Novel Inference Retrieval Features Theme Personality Appearance</p> <p>Key questions:</p>

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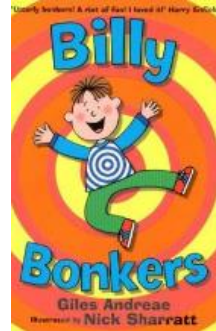
	<p>How many time connectives can you find? Is it written in 1st, 2nd, 3rd person? What wow words have been used?</p>	<p>Have you written the events in chronological order? What emotions did you experience? Who's perspective will you write in?</p>	<p>Where could the story be set? Who are the main characters? What vocabulary helps make your prediction?</p>	<p>young daring fearless rebellious Lalchand Chulak Hamlet Pirates</p> <p>Key questions: What is Lila's personality like? What type of character is she? What makes you think this? What have we learnt about The Firework Maker's Daughter so far? What does she want to be?</p>	<p>What has happened in Chapter 1 and 2? Who are the main characters? Where is the book set? How do you know? How did Lalchand feel when he read the letter? What do you think will happen next?</p>
<p>Activities</p>	<p>In the lesson the children will be recapping features of a diary. This is to prepare them for when they have to recount the events from the book in the perspective of the day in the life of Idris reflecting on a significant event or their thoughts and feelings throughout the story. Children will draft their diary entry as Idris.</p> 	<p>In the lesson, children will be using their draft from yesterday to write up their diary entry as Idris in full. The children will be given success criteria to make sure they have included all features of a diary entry.</p> <p>Now it's your turn! Use your draft and the WAGOLL to create a WOW diary entry!</p> 	<p>In the lesson the children will be predicting what they think the new class text will be about. The children will use the front cover, illustrations and blurb to write down their predictions. The children after writing their predictions will then read chapter 1.</p>  	<p>In the lesson, children will first continue reading the book, they will read chapter 2. After reading, children will begin to create a roll on the wall of Lila about her appearance, personality and any other specific aspects about her using their inference skills.</p> 	<p>In the lesson the children will be answering questions about chapter 1 and 2. This will help them to understand fully what they have read using retrieval and inferences skills. The children as a challenge will define any vocabulary from the text they did not understand.</p> 

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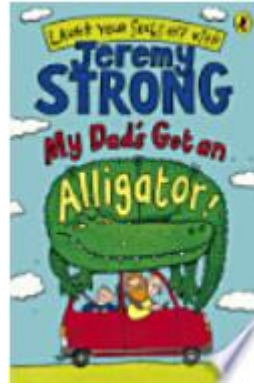
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**Book Buzz - Reading Aloud
and Activities - 20 mins
each day**

Topaz
TEXT - Billy Bonkers
Author - Giles Andreae



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



Turquoise
Text - The Danger Gang
Author - Tom Fletcher



Lapis
Text - The disappearing moon
Author - Simon Bartram



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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Key vocabulary and key questions	<u>LI: We are learning how to measure lengths in centimetres and metres.</u>	<u>LI: We are learning how to measure lengths in millimetres.</u>	<u>LI: We are learning to measure lengths in centimetres and millimetres.</u>	<u>LI: We are combining and comparing measurements in mm, cm and m.</u>	<u>LI: We are learning to find the equivalent lengths from mm to cm and cm to m.</u>
	<p><u>Key vocabulary</u> Measure Length Centimetre Metre Ruler Metre Stick Intervals Start point End point CM in M</p> <p><u>Key questions</u> Where should you start measuring from on your ruler? What is the length of _____ in centimetres? What is the length of _____ in metres? What is the length of _____ in metres and centimetres? Would you measure the length of the classroom in centimetres or metres? Why? What equipment would you use to measure the length of _____?</p>	<p><u>Key vocabulary</u> Measure Length Millimetres Ruler Intervals Start point End point MM in CM</p> <p><u>Key questions</u> Why is it important to start measuring from zero on your ruler? How many intervals are there between 0 and 1 cm? So how many millimetres are there in 1 cm? Where is the 5 mm mark on your ruler? What is the same and what is different about measuring a length in centimetres and measuring a length in millimetres? What is the length of _____ in millimetres? Would you measure the height of the door in millimetres?</p>	<p><u>Key vocabulary</u> Measure Length Millimetres Centimetres Ruler Intervals Start point End point MM in CM</p> <p><u>Key questions</u> Which is greater in length, 1 mm or 1 cm? What are the main things to remember in order to measure accurately using a ruler? Is the _____ an exact number of centimetres long? How many millimetres past the last centimetre interval does the _____ reach? How do you write a length that is not an exact number of centimetres? How does the 5 mm interval help you to measure the length?</p>	<p><u>Key vocabulary</u> millimetres centimetres metres combining comparing measurements distances measuring equipment</p> <p><u>Key questions</u> How many millimetres are there in a centimetre? How many centimetres are there in a metre? Which is longer, 1 m or 1 cm? Which is shorter, 1 cm or 1 mm? Which is longer, 3 m or 60 cm? Which is shorter, 4 cm or 20 mm? What unit would you use to measure the length of ?</p>	<p><u>Key vocabulary</u> equivalent length metres centimetres millimetres convert partition length height</p> <p><u>Key questions</u> How many millimetres are there in 1 cm? How can you work out how many millimetres there are in 4 cm? How many millimetres are there in cm and mm? How do you know mm and cm are equivalent? How can you partition 47 mm to help you convert into centimetres and millimetres? How many centimetres are there in 1 m? How can you work out how many centimetres there are in 6 m? What is centimetres in metres? How many centimetres are there in m and cm?</p>

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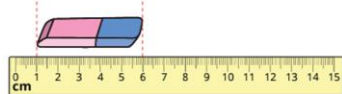
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Activities

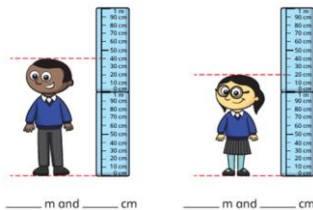
In this small step, they revise these skills, initially using a ruler to measure objects in centimetres. They then combine both units of measurement, such as 1 m and 20 cm, for example by measuring the lengths of desks or the heights of children in the class.

Children do not need to convert between metres and centimetres at this stage, and as they have not yet been introduced to decimals, lengths should remain in the format _____ m and _____ cm.

Tiny is measuring the length of the rubber.



What mistake has Tiny made?
Mo and Annie use metre sticks to measure their height.
How tall are they?



_____ m and _____ cm _____ m and _____ cm

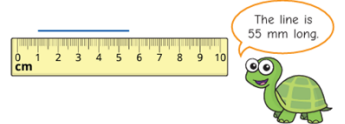
This small step builds on children's understanding from the previous step by introducing millimetres as another unit of measurement.

Children need to understand that 1 mm is smaller than 1 cm and that millimetres can be used to measure lengths that are not an exact number of centimetres. Allow children time to explore a ruler with millimetre markings to see that there are 10 mm in 1 cm. Children could be encouraged to count in 10s and add on the remaining 1s when finding lengths.

Use a ruler to draw lines of these lengths.

- a) 45 mm
- b) 39 mm
- c) 61 mm

Tiny is measuring the length of the line.



- a) What mistake has Tiny made?

- b) What is the correct length of the line?
 mm

In this small step, children combine learning from the previous steps to measure objects in centimetres and millimetres. Measurements should be recorded in the form "4 cm and 3 mm", and encourage children to record their measurements as centimetres and millimetres, not the other way around.

If possible, show children a ruler that has a centimetre scale on the top and a millimetre scale on the bottom to allow them to see the relationship between centimetres and millimetres.

Measure the lengths of the lines.

Give your answers in centimetres and millimetres.



- A cm and mm
- B cm and mm
- C cm and mm
- D cm and mm

Tiny is measuring the length of a sweet chew.



What mistake has Tiny made?

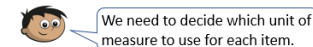
In this small step, children compare and consider the appropriateness of different units of measurement. Children need to understand that although, for example, metres are used to measure longer distances, it is still possible to measure these distances in centimetres or millimetres. Encourage discussion about why it is important to choose the appropriate unit of measuring equipment before measuring an object or length.

Children make simple comparisons of lengths that do not require them to understand equivalent units of measurement, for example, comparing 3 m with 3 cm. By this stage, however, they should know how many centimetres are in 1 m and how many millimetres are in 1 cm.

Amir is measuring different items in the classroom.

table pencil rubber door box

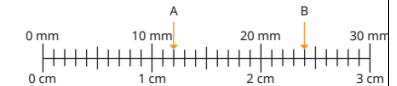
Millimetres	Centimetres	Metres



In this small step, children use the fact that 1 m is equivalent to 100 cm. They use this to convert multiples of 100 cm into metres and metres into multiples of 100 cm. At the beginning of this step, it might be helpful to practise counting in 100s as a class. Encourage children to partition the measurement into metres and centimetres when converting lengths that are not multiples of 100, for example 134 cm = 1 m and 34 cm.

Part-whole models, bar models and double number lines are useful representations to support children in these conversions.

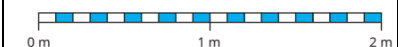
What measurements are the arrows pointing to?
Complete the sentences.



- A = _____ cm and _____ mm A = _____ mm
- B = _____ cm and _____ mm B = _____ mm











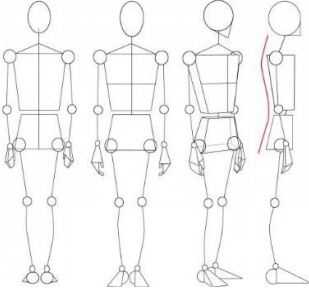
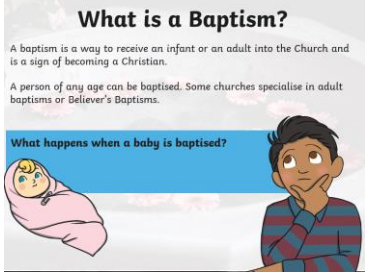
Children may also be encouraged to find and use common fractions to convert between metres and centimetres.

Where do the measurements belong on the measuring stick?



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Spanish - Language Angels	ART - Kapow	RE
<p style="text-align: center;">Los instruments</p> <p><u>LI: We are learning to identify different musical instruments.</u> <u>Key vocabulary: el piano, la batteria, la flatua</u></p> <p>In this week's lesson the children will recap the 10 instruments they have learnt so far in Spanish. The children will then complete a spelling task by filling in the gaps for the instrument names.</p> <p>Nombre: _____ INSTRUCTIONS: Fill in the gaps to complete the spelling for each instrument.</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%; text-align: center;">  el p_a_o </div> <div style="width: 33%; text-align: center;">  el _r_á__ul_ </div> <div style="width: 33%; text-align: center;">  l_s__f_b_los </div> <div style="width: 33%; text-align: center;">  el vi__ín </div> <div style="width: 33%; text-align: center;">  el cla_i_et_ </div> <div style="width: 33%; text-align: center;">  la gu__ta__ra </div> <div style="width: 33%; text-align: center;">  la fl__t__ </div> <div style="width: 33%; text-align: center;">  la b__er_a </div> <div style="width: 33%; text-align: center;">  el _r_a </div> <div style="width: 33%; text-align: center;">  la __om_et_ </div> </div>	<p style="text-align: center;">Unit - Growing Artist.</p> <p><u>LI: - We are learning how to draw the correct proportions of a human figure inspired by L.S Lowry.</u></p> <p>In the next instalment of Art the children will be learning how to draw proportionally. In order to do this they will explore the work of L.S Lowry and how he is able to proportionally draw humans. The children will use his work as inspiration to re-create a proportional diagram of a figure.</p> <div style="text-align: center;">  </div>	<p style="text-align: center;">Christianity</p> <p><u>LI: We are learning about how Christians are welcomed into the Christian family through baptism</u></p> <p>This week the children will learn about the Christian ceremony of Baptism. The children will learn about why it is significant to Christians and what special things are used during the ceremony. The children will draw a Baptism ceremony, label it and then describe below it.</p> <div style="text-align: right;">  </div>
<p>PSHCE - Jigsaw</p>	<p>Music - Sing Up</p>	<p>Computing - Teach Computing</p>

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Unit: Dreams and Ambition.

Key Vocab: challenges, success, overcoming

LI: We are identifying learning challenges and the best way to achieve them (x 3 weeks)

Over the next two weeks, children will become innovators in design when planning a playground which is inclusive. Children must work as a team, discussing physical challenges that need considering throughout the design process and ways to achieve them.

Who is this garden for?	
Name of team member and their role	Name of team member and their role
Name of team member and their role	Name of team member and their role
Our first ideas...	
Are you excited about our Garden of Dreams and Goals? How might you work best in your team? What role might you do? How can you ensure everyone in your team is heard and uses their strengths?	

Unit 3 - From a Railway Carriage

Lesson 3

LI: We are learning to use word patterns to create a geographical rhythm rap.

Key Vocab: dynamic, timbre, tempo

In this lesson the children will create and identify rhythmic patterns from spoken phrases and combine them with a chant to maintain a steady beat. They will begin to develop and extend their ideas to create their own group rhythm rap.

• Geographical fugue by Ernst Toch



Unit 3 - Programming Lesson 2

LI: We are learning to explain that programs have a start.

Key Vocab: programming, scratch, sequencing

In this lesson, learners will be introduced to the concept of sequences by joining blocks of code together. They will also learn how event blocks can be used to start a project in a variety of different ways. In doing this, they will apply principles of design to plan and create a project.

Project design

Sprite	Describe what your sprite will do	Event blocks (choose one for each sprite)	Motion blocks (choose more than one for each sprite)
Sprite 1			
Sprite 2			
Sprite 3			

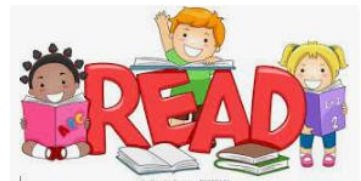
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Homework

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

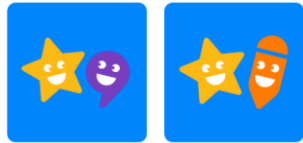


Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.

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.

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



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

Spelling and dictation - Remember to try and use these words in sentences to show that you understand their meanings.

Week 3 -



meet
fair
meat
main
hear
rain
fare
here
reign
mane

Writers Toolbox

Login into the Writers Tool box and complete the daily challenges.

Login details are:

Username: wellington.
first name of child. first letter of surname
(for example
wellington.james.k)

Password: Wellington

WRITER'S TOOLBOX

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 Rockstar's:

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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