

Weekly Overview of Learning

Year Group: 3 Week beginning: 22.04.24

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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LT: We are creating a newspaper article on the eruption of Mount Vesuvius (COLD TASK)</u></p>	<p><u>LT: We are learning to retrieve key features from a newspaper article using a 'key'.</u></p>	<p><u>LT: We are learning to collate descriptive words from our class text focusing on key techniques such as subordinate clauses, personification, onomatopoeia and senses.</u></p>	<p><u>LT: We are comparing and contrasting the differences between the setting before and after the Pompeii eruption focusing on the third person perspective.</u></p>	<p><u>LT: We are learning to draft our newspaper article about the eruption of Mount Vesuvius, Pompeii.</u></p>
Speaking and Listening Focus	<p>Independent learning Children will complete independent learning/writing tasks.</p>	<p>Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listening.</p>	<p>Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listening.</p>	<p>Collaborative learning. Children will complete independent learning/writing tasks.</p>	<p>Independent learning. Children will complete independent learning/writing tasks.</p>
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key Vocabulary</u> Newspaper article Mount Vesuvius Eruption Volcano</p> <p><u>Key Questions</u> What is a newspaper article? What features can you see in the articles? What is Mount Vesuvius? Where in the world is the volcano? What facts can you recall about the volcano? Can you recall what happened to the people who lived near Mount Vesuvius?</p>	<p><u>Key Vocabulary</u> Newspaper article Features Heading Headline Reporter's name Introduction Paragraphs Facts Pictures Captions Quotes Direct speech Conclusion</p> <p><u>Key Questions</u> What features can you see in the newspaper article examples? What is a headline? What is the purpose of a headline? Does it catch the audience's attention? What facts can you recall about the eruption of Mount Vesuvius? What is direct speech?</p>	<p><u>Key Vocabulary</u> Key techniques Descriptive Third Person Subordinate Clause Personification Onomatopoeia Senses - hear, see, touch, taste, smell</p> <p><u>Key Questions</u> What key techniques can you identify in our text? Are these also in a newspaper article? How can we capture our audience's attention? What is a subordinate clause? What is personification? What is onomatopoeia? What would they have been able to hear, see, touch, taste, smell? Can you skim and scan the text to find these techniques?</p>	<p><u>Key Vocabulary</u> Descriptive Third Person Subordinate Clause Personification Onomatopoeia Find and Copy (technique) Retrieve Compare Contrast Before/After</p> <p><u>Key Questions</u> What is third person? Can you recall what personification is? Can you recall what onomatopoeia is? Can you give some examples? What would they have been able to hear, see, touch, taste, smell? Can you share some expanded noun phrases you collected? Can you use the text to retrieve information?</p>	<p><u>Key Vocabulary</u> Draft Newspaper article Heading Headline Facts Pictures Captions Quotes Direct speech Conclusion Expanded noun phrases Punctuation ! ? , ...</p> <p><u>Key Questions</u> Can you write a headline for your newspaper article? Does it include adjectives or exciting punctuation? How can you begin your introduction? Can you summarise the event? What facts can you include in your article? What direct speech can you use? Can you add a picture and a caption in your article?</p>

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Activities

Children are going to write up a cold task about Mount Vesuvius in the form of a newspaper article.

This links to their previous Geography unit about volcanoes and links to their new text called 'Escape from Pompeii'.

We are going to discuss any features of a newspaper article that they can see.



Then, the children will discuss what they can recall about Mount Vesuvius such as where it took place, what happened, how people felt and what effects it had on the area and people.

Children are going to recall the key features of a newspaper article.

Does your newspaper report include...	
the name of the newspaper?	
a headline?	
the reporter's name?	
an introductory paragraph that includes the 5 Ws?	
pictures with captions?	
facts about the main events?	
quotes written as direct speech?	
a conclusion paragraph to explain what might happen next?	

They will discuss what a headline is and why it needs to capture the attention of the audience.

They will discuss other features like direct speech from people who witnessed the event and use of facts to support their article.

The children will work in groups with a checklist of the features and identify them in different newspaper articles. They will discuss what went well and what could be improved/added in the newspaper articles. They will magpie any ideas that they could use when writing their own article.



The children will learn about different writing techniques that can be used in their newspaper articles.

They will learn what a subordinate clause is. They will identify a main clause and how to add on additional information.

The Subordinate Clause

A subordinate clause can come at various points in a sentence.

You might use one at the **front** of a sentence.
For example, a **fronted adverbial** can be a type of subordinate clause:
Like a bullet speeding through the air, he ran through the door.

You might want to use one at the **end** of the sentence:
She went straight home after school because she needed an early tea.

Sometimes they even come in the **middle** of sentences:
My brother Richard, who lives in Australia, is coming home for Christmas.

Children will recall what personification is and generate different ideas about the volcanic eruption.

They will learn what onomatopoeia is and collect different words that they could use to describe what happened at Mount Vesuvius.

CT: give children post-it notes where they can find the instances with the features

With your partner find personification and onomatopoeia in the book Escape from Pompeii

Is there personification or onomatopoeia?

The children will use their senses - hear, smell, taste, touch, see - to collect expanded noun phrases.

They will fill out a quadrant with their ideas.



The children will re-read the story of 'Escape from Pompeii'. The children will be comparing and contrasting the similarities and differences between before and after the eruption of Mount Vesuvius.

They will recall the ideas that they collected in the previous lesson.

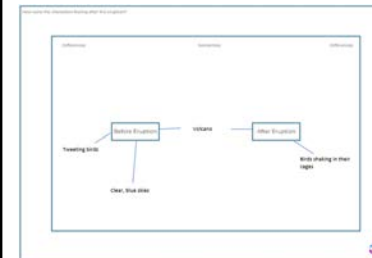
They will discuss what can be seen in the beginning of the story and what the setting is like. Then, they will compare that to the setting at the end of the story.

Send map ideas on EWB or WB

Now lets read what happened after the eruption Remember your techniques from Tuesday.

What do you notice about the setting?
What words could we use to describe the setting?
How are the characters feeling?
What can you infer from the images?

As a class, the children will complete a contrast frame to show the direct similarities and differences.



The children will begin by reading a model newspaper article. They will discuss what they like and what could be improved or added. They will also identify and label the writing features that they can see.



They will begin by creating their headline and writing their introduction.

Then, they will draft their facts, direct speech and their conclusion. They will use their success criteria to help.

Success Criteria	Tick
Joined up handwriting	
Headline	
Reporter's name	
Introduction	
Information about events in chronological order	
Written in 3 rd person and in the past tense	
Direct and reported speech	
Pictures with captions	
Facts	
Conclusion	

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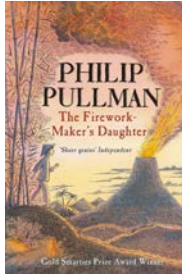
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Class Text – Reading Aloud
20 mins each day

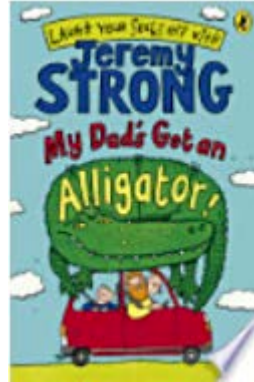
Topaz

TEXT – The Firework Maker's Daughter
Author – Philip Pullman



Sapphire

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



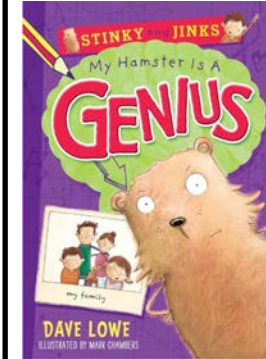
Turquoise

Text – The Danger Gang
Author - Tom Fletcher



Lapis

Text – My hamster is a genius
Author - Dave Lowe



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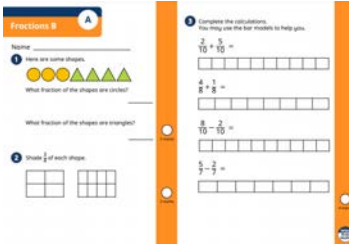







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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to use our reasoning skills to find fractions of amounts.</u>	<u>LI: We are learning to consolidate our learning of fractions through assessment.</u>	<u>LI: We are consolidating prior knowledge of notes (£) and coins (P).</u>	<u>LI: We learning to convert amounts between pounds (£) and pence (p)</u>	<u>LI: We are learning to add money using pounds (£) and pence (p)</u>
Key vocabulary and key questions	<p><u>Key vocabulary</u> Fractions Reasoning Amounts Finding Divide Multiply Numerator Denominator</p> <p><u>Key questions</u> What is the whole? What does the denominator/numerator tell you? How do you find a unit fraction of the whole? How can you use the unit fraction to find other fractions of the whole? How can you use a bar model to help you? What do you need to do first? How do you know? What do you need to do after that? How else could you have worked this out?</p>	<p><u>Key vocabulary</u> Fractions Fluency Reasoning Problem Solving Divide Multiply Numerator Denominator Consolidation Test</p> <p><u>Key questions</u> What is the whole? What does the denominator or numerator tell you? How many times should you read a question before attempting? Can you highlight the key words to support your understanding of the question? What is the question asking you to do?</p>	<p><u>Key vocabulary</u> Pounds Pence Recap Prior Learning Money Symbols £ and P Equal Comparing</p> <p><u>Key questions</u> What is the value of this coin/note? What does "£" mean? What does "p" mean? Is the amount the same or different? How many pounds do you have? How many pence do you have? How much do you have altogether?</p>	<p><u>Key vocabulary</u> Pounds Pence Amounts Convert Equal Number bonds Counting Recognise</p> <p><u>Key questions</u> How many pence are there in £1? How can you use this to convert £2 to pence? How many pence do you have? How many groups of 100 can you make? How many pounds is this equal to? How many pence are remaining? How many whole pounds are there in 235p? How can you use the fact that £1 = 100p to help you to convert between pounds and pence?</p>	<p><u>Key vocabulary</u> Pounds Pence Equal Convert Symbols Comparing Amounts Number Bonds</p> <p><u>Key questions</u> Which coins do you need to add together? Which coins can you group to make a pound? How can an estimate help you to add the amounts? How many pounds are there altogether? How many pence are there altogether? Why is adding 99p the same as adding £1 and subtracting 1p? Which method do you prefer? Why?</p>

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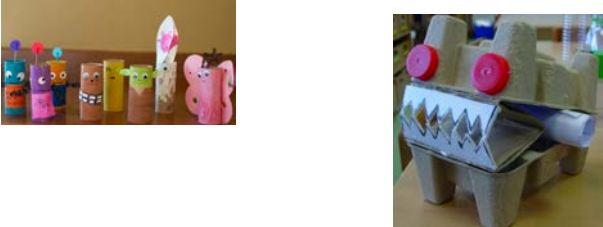



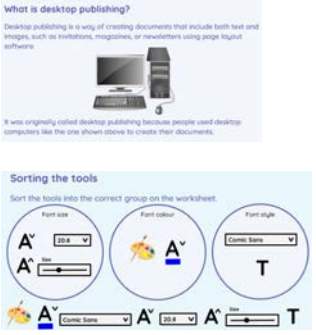
Activities					
<p>Activities</p>	<p>In this small step, children build on their knowledge of fractions and finding a fraction of an amount and apply this to a range of contexts, including multi-step calculations.</p> <p>Encourage children to demonstrate their understanding through clear explanations and reasoning. They can explore alternative methods.</p> <p>The use of contextual examples also provides an opportunity to revisit previous concepts, particularly measures such as time, money, mass, capacity, length and perimeter.</p> <p>In a class of 32 children, seven-eighths of the class have a brother or sister.</p> <p>a) How many children have a brother or sister? <input type="text"/></p> <p>b) How many children do not have a brother or sister? <input type="text"/></p> <p>A bag contains 24 sweets.</p> <p>Eva eats a quarter of the sweets and Dani eats two-thirds of the remaining sweets.</p> <p>How many sweets are left in the bag?</p> 	<p>In this lesson the children will be consolidating their learning of Fractions (B).</p> <p>To prepare the children, they will begin by completing revision worksheets to support their understanding and allow them to ask and propose any misconceptions prior to the test.</p> <p>Once the children have a secure understanding, they will complete the Fractions Test (B).</p> 	<p>In this small step, children consolidate their knowledge of notes and coins from previous years. They use £ and p notation and read monetary values as, for example, 5 pounds and 10 pence. A deeper understanding of place value is encouraged by comparing amounts using <, > and =.</p> <p>Count the money.</p> <p>a)  £ <input type="text"/> and <input type="text"/> p</p> <p>b)  £ <input type="text"/> and <input type="text"/> p</p> <p>c)  £ <input type="text"/> and <input type="text"/> p</p> <p>d)  £ <input type="text"/> and <input type="text"/> p</p>	<p>In this small step, children use their knowledge of the value of each note and coin to convert pence into pounds and pence. A key learning point is to recognise that 100p = £1, and children should become accustomed to counting pence in groups of 100 and converting to pounds.</p> <p>How many pence are shown in each amount?</p>  <p>A strong understanding of place value is helpful, as is a good knowledge of number bonds to 100. Physical and pictorial representations of notes and coins are useful to support children's understanding and allow them to make the conversions effectively.</p> <p>Write each amount in pounds and pence.</p> <p><input type="text" value="165p"/> <input type="text" value="204p"/> <input type="text" value="199p"/> <input type="text" value="12p"/></p> <p>In this step, the focus is on converting single amounts of pence to pounds and pence. Calculations involving addition and subtraction of amounts of money are covered in the next steps.</p>	<p>In this small step, children continue to build on their understanding of pounds and pence by adding money. Children explore different representations to add money. They begin by using physical notes and coins to add two amounts. They then move on to more abstract representations such as part-whole models and bar models. Encourage children to add the pounds first and then add the pence. Initially, totals do not cross 100p, but later in the step they need to use their knowledge of converting money to exchange 100p for £1. Children also consider strategies such as adding 99p by adding £1, then subtracting 1p.</p> <p>Mo has £3 and 30p. </p> <p>Sam has £2 and 10p. </p> <p>Complete the sentences to work out how much money they have altogether.</p> <p>£3 + £2 = £ _____</p> <p>30p + 10p = _____ p</p> <p>£ _____ + _____ p = £ _____ and _____ p</p>

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

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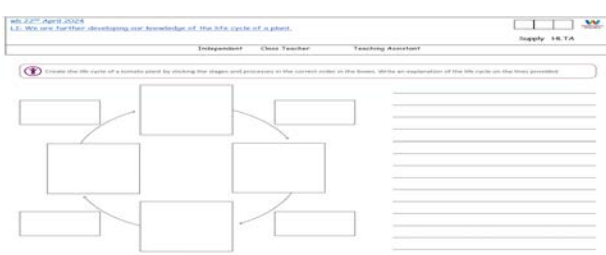


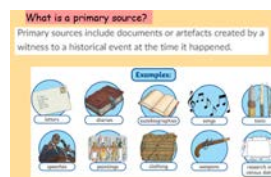


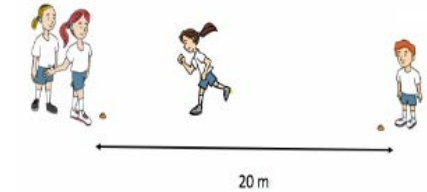
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Spanish - Language Angels	ART - Earth Day	RE																				
<p><u>Las Estaciones (Seasons)</u> <u>L.I: We are creating basic sentences to describe how someone is feeling in specific seasons.</u></p> <p>The week the children will be extending their learning to creating a basic sentence to explain how someone is feeling in a specific season. This week is focusing on Winter.</p> 	<p><u>Earth Day 2024</u></p> <p>As we approach Earth Day on April 22nd, we are excited to announce that we have planned an engaging and educational afternoon activity for each year group in celebration of this important day. Year 3 will be creating monsters using their recycling from home.</p> 	<p><u>Our Religion. Why is it Important to Us?</u> <u>L.I: We are reflecting on the importance of doing the right thing and how our religion supports our understanding of good choices.</u></p> <p>In this week's lesson the children will be exploring how their religions influence their choices and support them to not make the wrong ones. It will focus on what their religion teaches them between right and wrong.</p>  <table border="1" data-bbox="1624 622 1982 798"> <thead> <tr> <th>Scenario</th> <th>Right Choice</th> <th>Wrong Choice</th> <th>What does religion teach us about the correct?</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	Scenario	Right Choice	Wrong Choice	What does religion teach us about the correct?																
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PSHCE - Jigsaw	Music - Sing Up	Computing - Teach Computing																				
<p><u>Unit - Relationships</u> <u>L.I: To identify and put into practice some of the skills of friendship.</u> <u>L.I: To know how to negotiate in conflict situations to try to find a win-win solution.</u></p> <p>As a group children will be given scenarios and have to come up with different solutions, The children will use the stop, getting reading and mend friendship technique to solve solutions between friends. .</p> 	<p><u>Unit - Just Three Notes</u> <u>L.I: We are learning to recognise, copy, sing and play three pitches - C-D-E and create and perform rhythmic patterns on pitched instruments.</u></p> <p>Children will warm up and then listen to the three notes, C-D-E. They will use their voices and clap along with the notes. They will sing words to help them learn the notes. They will then practice playing these notes on an instrument.</p> 	<p><u>Unit 5 - Desktop Publishing</u> <u>L.I: We are learning to recognise that text and layout can be edited.</u></p> <p>This week, children will recall what desktop publishing is.</p> <p>The children will learn how to change font style, size and colours for a given purpose and explain that text can be changed to communicate more accurately.</p> 																				

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Science - Cornerstone	Topic - Cornerstones	PE - Get Set 4 PE
<p style="text-align: center;"><u>Unit -</u></p> <p><u>Lesson 1 -</u> <u>LI: We are further developing our knowledge of a life cycle plant.</u></p> <p>Children will recap the term life cycle and share their knowledge, discussing any familiar words and their meanings from prior learning, such as germination, offspring and reproduction, then discuss new vocabularies, such as flower formation, pollination, seed formation and dispersal.</p>  <p><u>Lesson 2</u> <u>LI: We are investigating whether a tomato plant can grow from a single slice.</u></p> <p>During this lesson children will be investigating whether a plant can grow from a slice of tomato. They will be monitoring and documenting the results over the term.</p> 	<p style="text-align: center;"><u>History - Roman Empire</u></p> <p><u>Lesson 1:</u> <u>LI: We are learning to describe everyday life in ancient Rome, including aspects, such as houses, food, clothes and the army.</u></p> <p>Children will be introduced to what everyday life was like during Ancient Rome, and compare life between people who were rich and poor. The children will discuss what kind of houses people lived in, what clothes they wore, the food they ate and what the Roman Army did and wore. The children will record their answers on a sheet to describe everyday life.</p>  <p><u>Lesson 2:</u> <u>LI: We are learning to discuss the different viewpoints of primary and secondary sources, and draw conclusions about the reliability of a historical source.</u></p> <p>Children will learn and discuss what a primary and secondary source is. The children will read and listen along to a mythological account and a historical account about the founding of Rome. They will discuss what the similarities and differences are between the two accounts. They will identify which account is a primary or a secondary source. Then, they will discuss which account they think is most likely to be true.</p>  	<p style="text-align: center;"><u>Unit:</u></p> <p><u>Lesson 2:</u> <u>LI: To understand how the body moves differently at different speeds.</u></p> <p>Pupils work in pairs to explore the difference for each of the following body parts when they jog and when they sprint: legs,, arms and body. In groups of four with four cones. Pupils create a square and each stands at a cone. One pupil begins by jogging to tag the next person and take their place, they tag the next person and so on.</p>  <p><u>Lesson 2:</u> <u>LI: To develop changeover technique in relay events.</u></p> <p>In groups of four, pupils stand opposite each other 20m apart. Pupils take turns to walk to their teammate opposite them, tagging their hand for them to go. Repeat at a jogging pace and then a sprinting pace. Q: How can you show that you are ready to take your turn?</p> 

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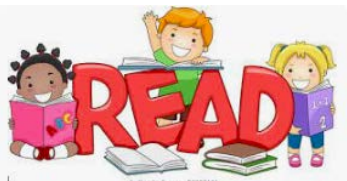
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Homework

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.

This week's spellings:

Review: Possessive Apostrophe (single nouns)

- teacher's
- woman's
- Egypt's
- friend's
- child's
- planet's
- explorer's
- scientist's
- astronaut's
- rainforest's

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.

