

# Weekly Overview of Learning

Year Group: 3 Week beginning: 24.06.24



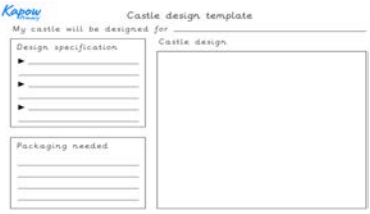


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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>LI: We are learning to write our next chapter from 'The Thieves of Ostia'.</u>	<u>LI: We are learning to write our next chapter from 'The Thieves of Ostia'.</u> (CONTINUATION)	<u>LI: We are recapping what we know about castles</u>	<u>LI: We are designing our own castle</u>	<u>LI: We are learning about La Tomatina festival and writing a fact file</u>
Speaking and Listening Focus	Individual Learning	Individual Learning	DT WEEK Collaborative discussions	DT WEEK Collaborative discussions	Spanish day
Key vocabulary and Key Blooms higher order thinking questions	<p><b>Key Vocabulary:</b> Success criteria Capital letters Full stops Spellings Fronted adverbial Adjectives Expanded noun phrases Adverbs Feelings Similes Inverted commas Peel on Peel off Write up</p> <p><b>Key Questions:</b> Have you re-read and edited your draft?  Has it got the writing features from the success criteria?  Does your chapter flow and/or make sense?  Is your story 'realistic'? Does it link to the book?  Have you included a simile?</p>	<p><b>Key Vocabulary:</b> Success criteria Capital letters Full stops Spellings Fronted adverbial Adjectives Expanded noun phrases Adverbs Feelings Similes Inverted commas Peel on Peel off Write up</p> <p><b>Key Questions:</b> Have you re-read and edited your draft?  Has it got the writing features from the success criteria?  Does your chapter flow and/or make sense?  Is your story 'realistic'? Does it link to the book?  Have you included a simile?</p>	<p><b>Key questions:</b>  What are castles for?  Who lives in castles?  Which of these castles looks the strongest or weakest? Stable or unstable? Why? (For example, some are bouncy, soft, strong, big, small and have a variety of purposes.)  What makes these castles different or the same? (Many of them still include various key castle features - towers, turrets, battlements.)  Who would use, make or live in this castle? Why? (Children, Lords, people on holiday at the beach.)</p>	<p><b>Key questions:</b>  What difficulties might you run into when creating that castle?  What could be done practically to construct the parts? E.g. use/alter junk modelling materials.  How could the design be simplified?  What makes these castles different or the same? (Many of them still include various key castle features - towers, turrets, battlements.)  Where do we see castles?  Which stories have castles in them?</p>	<p><b>Key questions:</b>  What Is La Tomatina?  Why is it celebrated?  When is it celebrated?  Where did it originate from?  Where is the festival held?  How is it celebrated?</p>

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<p><b>Activities</b></p> <p>Over the next two lessons the children will be writing up their 'hot task' chapter in its final version. They will use all their prior drafts and edits to create a perfect final version of their chapter!</p> <p>The children will be writing this onto 'hot task' pink paper as a display of their progression from the first chapter they wrote</p> <table border="1"> <thead> <tr> <th>Success Criteria</th> <th>Tick</th> </tr> </thead> <tbody> <tr><td>Capital letters A a</td><td></td></tr> <tr><td>Exciting punctuation , ! ? " "</td><td></td></tr> <tr><td>Fronted adverbials</td><td></td></tr> <tr><td>Expanded noun phrases</td><td></td></tr> <tr><td>Adverbs</td><td></td></tr> <tr><td>Dialogue using inverted commas</td><td></td></tr> <tr><td>Feelings</td><td></td></tr> <tr><td>3<sup>rd</sup> person - he, she, they</td><td></td></tr> <tr><td>Alliteration</td><td></td></tr> <tr><td>Similes</td><td></td></tr> </tbody> </table> <p>Children will use the success criteria to support them in writing their final big write.</p>	Success Criteria	Tick	Capital letters A a		Exciting punctuation , ! ? " "		Fronted adverbials		Expanded noun phrases		Adverbs		Dialogue using inverted commas		Feelings		3 <sup>rd</sup> person - he, she, they		Alliteration		Similes		<p>During this lesson the children will be writing up their 'hot task' chapter in its final version. They will use all their prior drafts and edits to create a perfect final version of their chapter!</p> <p>The children will be writing this onto 'hot task' pink paper as a display of their progression from the first chapter they wrote.</p> <table border="1"> <thead> <tr> <th>Success Criteria</th> <th>Tick</th> </tr> </thead> <tbody> <tr><td>Capital letters A a</td><td></td></tr> <tr><td>Exciting punctuation , ! ? " "</td><td></td></tr> <tr><td>Fronted adverbials</td><td></td></tr> <tr><td>Expanded noun phrases</td><td></td></tr> <tr><td>Adverbs</td><td></td></tr> <tr><td>Dialogue using inverted commas</td><td></td></tr> <tr><td>Feelings</td><td></td></tr> <tr><td>3<sup>rd</sup> person - he, she, they</td><td></td></tr> <tr><td>Alliteration</td><td></td></tr> <tr><td>Similes</td><td></td></tr> </tbody> </table> <p>Children will use the success criteria to support them in writing their final big write.</p>	Success Criteria	Tick	Capital letters A a		Exciting punctuation , ! ? " "		Fronted adverbials		Expanded noun phrases		Adverbs		Dialogue using inverted commas		Feelings		3 <sup>rd</sup> person - he, she, they		Alliteration		Similes		<p>This week the children will be creating their own castle, Firstly, using a plain sheet of A4 paper, the children are to draw their own castle designs; encourage them to use a ruler. If necessary, revisit slides in the presentation to remind the children of each castle feature. When the children have completed their drawing, they should label their included features. If time allows, ask the children to give a definition for each of the features they have used and add colour to their castle drawings.</p>  	<p>Agree upon four points relating to structure and tradition that all children should refer to when designing and making their castles. For example:</p> <p>It must be strong and stable It must be made from a mixture of 3D Shapes made from nets and packaging It needs a flag relevant to the person or purpose It must have a drawbridge Ask the children to base the further two points of their specification based on the person or purpose their castles are being designed for.</p> 	<p>The children will learn about the La Tomatina festival celebrated in Spain.</p>  <p>The children will then create a fact file based on what they have learnt and share their ideas with the class, the children will recap their learning about fact file features.</p> 
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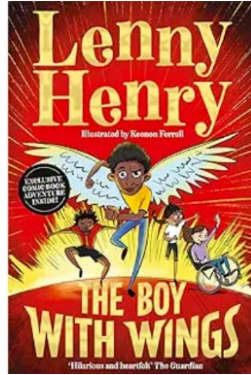
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**Class Text – Reading Aloud**  
**20 mins each day**

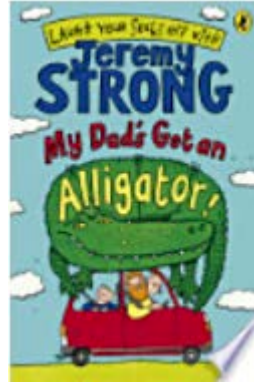
**Topaz**

TEXT – The Boy with Wings  
Author – Lenny Henry



**Sapphire**

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



**Turquoise**

Text – The Danger Gang  
Author - Tom Fletcher



**Lapis**

Text – Fable House  
Author - E.L. Norry



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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to interpret and understand pictograms.</u>	<u>LI: We are learning to draw our own pictograms and recognise the features of pictograms.</u>	<u>LI: We are learning to interpret data from bar charts</u>	<u>LI: We are learning to use information from tally charts, pictograms and tables to construct bar charts.</u>	<u>LI: We are learning to collect and represent data.</u>
Key vocabulary and key questions	<p><u>Key vocabulary</u>                      Statistics                      Interpret                      Pictogram                      Data                      Accurate                      Information                      Symbols                      Representation                      Value</p> <p><u>Key questions</u>                      What information is shown in the pictogram?                       What symbols are used in the pictogram?                       What does the key tell you?                       What is the value of each symbol?                       What is the value of half/quarter of a symbol?                       What is the value of the symbols for _____?                       Why do the symbols need to be the same size?</p>	<p><u>Key vocabulary</u>                      Statistics                      Interpret                      Pictogram                      Data                      Accurate                      Information                      Symbols                      Representation                      Value                      Draw</p> <p><u>Key questions</u>                      What is this data about? How could you represent it?                       What symbol are you going to use? Why?                       What value will each symbol have?                       Can you use half a symbol? What value would this have?                       Why do you need to include a key?</p>	<p><u>Key vocabulary</u>                      Statistics                      Interpret                      Bar Chart                      Value                      Representation                      Scale                      Axis                      Measure</p> <p><u>Key questions</u>                      What can you see on the bar chart?                       What could you find out?                       What is the same about a pictogram and a bar chart? What is different?                       What do the labels on each axis of the bar chart tell you?                       What scale is being used on the axis?                       Where do you measure from?                       If the bar is halfway between two values on the axis, how can you work out the value of the bar?</p>	<p><u>Key vocabulary</u>                      Tally                      Pictograms                      Table                      Data                      Scale                      Accurate                      Information</p> <p><u>Key questions</u>                      What is the same and what is different about a pictogram and a bar chart?                       What is the data showing?                       What equipment do you need to draw a bar chart?                       Which set of data are you going to put on the vertical/ horizontal axis?                       What scale do you think is best to use?                       How can you work out the height of each bar?                       How are you going to ensure that your chart is accurate?</p>	<p><u>Key vocabulary</u>                      Tally                      Pictograms                      Table                      Data                      Scale                      Accurate                      Information                      Represent                      Collect</p> <p><u>Key questions</u>                      What are you collecting data about?                       Who are you going to ask?                       What question(s) are you going to ask?                       How can you record the answers to your questions?                       How do you use tally marks?                       What type of chart could you draw?                       What can you find out from the information you have collected</p>

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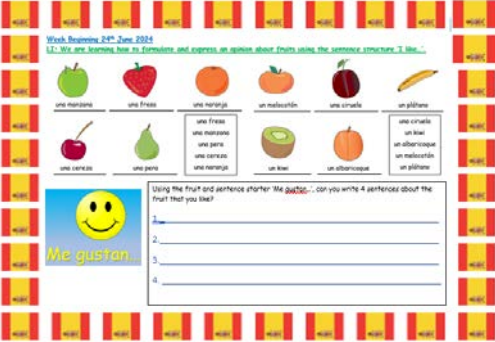

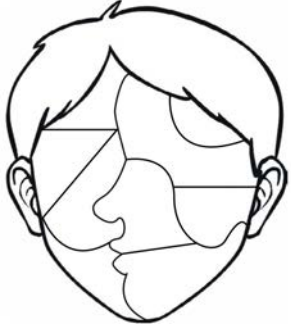
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Activities	<p>In this small step, children learn to read and interpret information presented in pictograms, building on their learning from Year 2. Children ask and answer questions about information presented in both horizontal and vertical pictograms. Encourage them to think carefully about why a particular symbol has been chosen and its relationship to the data being presented. It is important that children understand the value of each symbol and what it means when a half, quarter or three-quarter symbol is used. An understanding of the key is therefore a crucial element of understanding the data.</p> <p>The pictogram shows the number of ice creams sold each day.</p> <p>Key 🍦 = 5 ice creams</p> <table border="1" data-bbox="271 917 560 1141"> <thead> <tr> <th>Day</th> <th>Number of ice creams sold</th> </tr> </thead> <tbody> <tr> <td>Monday</td> <td>10</td> </tr> <tr> <td>Tuesday</td> <td>10</td> </tr> <tr> <td>Wednesday</td> <td>15</td> </tr> <tr> <td>Thursday</td> <td>5</td> </tr> <tr> <td>Friday</td> <td>10</td> </tr> <tr> <td>Saturday</td> <td>20</td> </tr> <tr> <td>Sunday</td> <td>10</td> </tr> </tbody> </table> <p>a) On which day were the most ice creams sold?</p> <p>b) On which two days were 20 ice creams sold? _____ and _____</p> <p>c) How many ice creams were sold on Thursday? <input type="checkbox"/></p> <p>d) How many more ice creams were sold on Friday than on Thursday? <input type="checkbox"/></p> <p>e) More ice creams were sold in total on Saturday and Sunday than during the rest of the week. Do you agree? _____</p>	Day	Number of ice creams sold	Monday	10	Tuesday	10	Wednesday	15	Thursday	5	Friday	10	Saturday	20	Sunday	10	<p>Children need to think carefully about how the data could be presented using a pictogram. Initially, it may be beneficial for children to use counters and printed grids to present data before moving on to choose their own appropriate symbols to match the topic of the data. They need to select a symbol that is easily replicated and be able to divide it into half, quarter and three-quarter symbols. Remind them that they always need to show the numerical value of a full symbol in a key. Children should practise presenting data both horizontally and vertically.</p> <p>Class 3 are asked how many pets they have. Here are the results.</p> <table border="1" data-bbox="705 861 929 997"> <tbody> <tr> <td>Children with 0 pets</td> <td>8</td> </tr> <tr> <td>Children with 1 pet</td> <td>14</td> </tr> <tr> <td>Children with 2 pets</td> <td>9</td> </tr> <tr> <td>Children with 3 pets</td> <td>5</td> </tr> <tr> <td>Children with 4 or more pets</td> <td>2</td> </tr> </tbody> </table> <p>a) Eva starts a pictogram to show the results. Complete the pictogram and the key.</p> <p>Key ▲ = <input type="checkbox"/> children</p> <table border="1" data-bbox="660 1085 985 1308"> <thead> <tr> <th>Pets</th> <th>Number of children</th> </tr> </thead> <tbody> <tr> <td>0 pets</td> <td>▲▲▲▲▲</td> </tr> <tr> <td>1 pet</td> <td></td> </tr> <tr> <td>2 pets</td> <td></td> </tr> <tr> <td>3 pets</td> <td></td> </tr> <tr> <td>4 or more pets</td> <td></td> </tr> </tbody> </table> <p>b) How did you know what value to choose for the key?</p>	Children with 0 pets	8	Children with 1 pet	14	Children with 2 pets	9	Children with 3 pets	5	Children with 4 or more pets	2	Pets	Number of children	0 pets	▲▲▲▲▲	1 pet		2 pets		3 pets		4 or more pets		<p>In this small step, children learn to interpret bar charts, making links to their knowledge of pictograms. Although children encountered block diagrams in Year 2, this is the first time that they have been introduced to bar charts and care should be taken to ensure that children understand the scales. Use the links to pictograms and number lines to support children's understanding of bar charts, with scales limited to steps of 1, 2, 5 and 10. Spend some time closely examining bar charts before asking specific questions. Discuss what children can see, what they know and what they could find out, before considering specific questions that require reading the data more precisely.</p> <p>All the children in Class 3 choose their favourite fruit. The bar chart shows the results.</p> <table border="1" data-bbox="1019 1021 1288 1204"> <thead> <tr> <th>fruit</th> <th>number of children</th> </tr> </thead> <tbody> <tr> <td>apple</td> <td>8</td> </tr> <tr> <td>banana</td> <td>6</td> </tr> <tr> <td>grapes</td> <td>4</td> </tr> <tr> <td>strawberry</td> <td>5</td> </tr> <tr> <td>orange</td> <td>3</td> </tr> </tbody> </table> <p>Use the bar chart to answer the questions.</p> <p>a) What is the most popular fruit? _____</p> <p>b) How can you tell just by looking? _____</p> <p>c) What is the least popular fruit? _____</p> <p>d) How many more children chose apples than chose grapes? <input type="checkbox"/></p> <p>e) How many children are there in Class 3? <input type="checkbox"/></p>	fruit	number of children	apple	8	banana	6	grapes	4	strawberry	5	orange	3	<p>In this small step, children use information from tally charts, pictograms and tables to construct bar charts. Children can use their knowledge of drawing pictograms to make comparisons with drawing bar charts, noting how they are the same and how they are different.</p> <p>They have the opportunity to draw bar charts using scales of 1, 2, 5 and 10, initially by being directed to the most appropriate scale and then by choosing the scale for themselves. Some children may benefit from having pre-drawn axes to work from. Children need to label their bar charts accurately and align the top of each bar carefully. In this step, they use data given to them, focusing on how best to construct the bar chart.</p> <p>The table shows children's favourite colours.</p> <table border="1" data-bbox="1400 949 1769 997"> <thead> <tr> <th>Colour</th> <th>red</th> <th>yellow</th> <th>pink</th> <th>green</th> <th>orange</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>9</td> <td>5</td> <td>7</td> <td>4</td> <td>3</td> </tr> </tbody> </table> <p>Complete the bar chart to show the information in the table.</p> <table border="1" data-bbox="1444 1029 1702 1204"> <thead> <tr> <th>number of children</th> <th>yellow</th> <th>green</th> <th>orange</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> <td></td> </tr> <tr> <td>8</td> <td></td> <td></td> <td></td> </tr> <tr> <td>10</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Colour	red	yellow	pink	green	orange	Number	9	5	7	4	3	number of children	yellow	green	orange	0				2				4				6				8				10				<p>In this small step, children are encouraged to propose possible topics to investigate, carry out their own data collection and use the data to construct pictograms and bar charts. They need to consider what question(s) they will ask and how they will record responses (for example, using tallies) before representing the data as bar charts or pictograms.</p> <p>When constructing pictograms, children need to think carefully about the key they are going to use, based on the numbers in their data collection. They then need to choose a suitable symbol that is easy to replicate and can be used to show fractions if necessary.</p> <p>Use the tally chart to collect information about how children in your class get to school.</p> <table border="1" data-bbox="1814 949 2184 1109"> <thead> <tr> <th>Travel to school</th> <th>Tally</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>walk</td> <td></td> <td></td> </tr> <tr> <td>car</td> <td></td> <td></td> </tr> <tr> <td>bus</td> <td></td> <td></td> </tr> <tr> <td>bicycle</td> <td></td> <td></td> </tr> <tr> <td>other</td> <td></td> <td></td> </tr> </tbody> </table> <p>Show your results as a pictogram.</p>	Travel to school	Tally	Total	walk			car			bus			bicycle			other		
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Spanish - Language Angels	SPANISH DAY	SPANISH DAY
<p style="text-align: center;"><u>Unit - Fruits</u></p> <p><u>LI: We are learning how to formulate and express an opinion about fruits using the sentence structure 'I like...'</u></p> <p>In this lesson, the children will use their knowledge from the previous lessons to learn how to give an opinion on a fruit by using the sentence structure "Me gustan...".</p> 	<p style="text-align: center;"><u>Making guacamole</u></p> <p><u>LI: We are learning about Spanish cuisine and making our own</u></p> <p>The children will be making their very own guacamole, the children will then taste what they have made and give it a rating out of 10! The children will learn skills such as mixing and cutting and why Spanish people love guacamole so much!</p> 	<p style="text-align: center;"><u>Picasso</u></p> <p><u>LI: We are learning about Picasso and trying to replicate his work</u></p> <p>As part of Spanish day, the children will be looking at Picasso's work and who was. The children will then be given Picasso templates to create their own artwork</p> 
PSHCE	DT WEEK	DT WEEK

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Unit: Changing me

L.T: We are learning to recognise stereotypical ideas about parenting and family roles.

The children will be learning about stereotypes and looking at different stereotypes.  
Children on their worksheet are going to decide whether each job belongs to a specific gender.

Task	Male	Female	Either
Washing the car			
Decorating the house			
Changing the bed			
Mowing the lawn			
Picking and arranging flowers			
Cooking dinner			
Bathing a child			
Changing a baby's nappy			
Washing up			
Putting the bins out			

L.T: We are learning to construct 3D nets.

Encourage the use of some of the items the children have collected (kitchen roll tubes, packaging, etc.) to extend the complexity of their structures and save time - their final products should be a mixture of structures they have made themselves and those they have collected.

Challenge the children to make their own net if they have successfully completed more complex printed nets. Provide 3D shapes to help children in this activity



L.T: We are learning to create our castle and evaluate our piece of work

The children need to create a castle base to secure their structures too. It should be relatively sturdy. The children can make and assemble facades using coloured card and printed material textures.

The children will evaluate their work once they are finished using yellow and black hats,



Science - Cornerstone

Topic - Cornerstones

PE - Get Set 4 PE



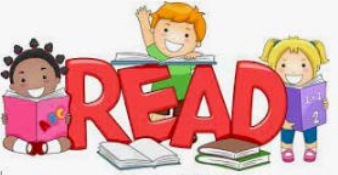




# Weekly Overview of Learning

Year Group: 3    Week beginning: 24.06.24

Every **week**, 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

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
 <p>Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.</p> <p>Your teacher will check and sign your work once a week.</p> <p>Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.</p>	 <p><b><u>Doodle Maths</u></b> - Log on to your account at least <b>three times this week</b>.</p> <p><b>We will be checking to see who has accessed their account the most!!</b></p> <p>Work to reach your target - are you in the <b>green</b> zone yet?</p> <p><b><u>Times Tables Rockstars:</u></b> 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!</p>	 <p>Please make sure your child has a glue stick and green pen for their pencil case at school - thank you.</p> <p><b><u>Guided Reading</u></b> 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.</p> 