

# Weekly Overview of Learning

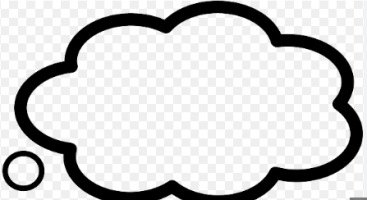

Year Group: Year 3    Week beginning: 25th November 2024

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

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English Reading and Writing</b>	<u>LI: We are creating a thought bubble from the perspective of Kali and a day in her life.</u>	<u>Library trip - Lapis and Turquoise</u>  <u>LI: We are consolidating our learning of coordinating and subordinating conjunctions.</u>	<u>LI: We are drafting a diary entry as Kali writing about a day in her life.</u>	<u>LI: We are writing our diary entry as Kali, discussing her thought and feelings during a day in her life.</u>	<b>INSET DAY</b>
<b>Speaking and Listening Focus</b>	Language of opinion  I believe... because... What is your opinion on...? How do you feel when...? Why do you feel...? When... What... After... Then... As a result of... Later...	Language of opinion  I believe... because... What is your opinion on...? How do you feel when...? Why do you feel...? When... What... After... Then... As a result of... Later...	Language of sequencing  Using independent learning, children will apply their knowledge to drafting their recount.  First... because... Next... however... Then... therefore... Finally/Eventually/Lastly... because	Language of sequencing  Using independent learning, children will apply their knowledge to drafting their recount.  First... because... Next... however... Then... therefore... Finally/Eventually/Lastly... because	
<b>Key vocabulary and Key Blooms higher order thinking questions</b>	<u>Key Vocabulary:</u> Skara Brae Kali Brockan Tenko Thoughts Emotions I believe Opinions <u>Key questions:</u> What is a thought bubble?  How does Kali feel?  How does Tenko feel from chapter 1 to 3?	<u>Key Vocabulary:</u> Conjunction Word classes Grammar Sentences Main clause Subordinate clause <u>Key questions:</u> What is a conjunction?  What is a subordinate and coordinate conjunction?  Can you tell the difference?  Where is the main clause?	<u>Key Vocabulary:</u> Skara Brae Kali Brockan Tenko Thoughts Emotions Diary <u>Key questions:</u> What events will you write about? Which device will you use to add description? Have you written the events in chronological order? What emotions did you experience? Who's perspective will you write in?	<u>Key Vocabulary:</u> Skara Brae Kali Brockan Tenko Thoughts Emotions Diary <u>Key questions:</u> What events will you write about? Which device will you use to add description? Have you written the events in chronological order? What emotions did you experience? Who's perspective will you write in?	

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	Do the emotions change?				
<p><b>Activities</b></p>	<p>The children will be creating a thought bubble where they will be exploring different thoughts and feelings from chapter 1 - 3. The children will be focusing on the character Kali and her adventures of meeting Tenko.</p> 	<p>In today's lesson the children will be learning about subordinate and coordinating conjunctions. The children will identify the different conjunction within sentences and will be able to use conjunctions,</p> <div data-bbox="640 496 999 564" style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>GPS</b> Y3 G2b: Can identify and use co-ordinating conjunctions</p> </div>	<p>On Monday we looked at Kali's thoughts and feelings... Today we are going to use this to create a draft of a diary entry!</p> <div data-bbox="1032 405 1361 863" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>Features of diary entries</b></p> <p>Diaries are books where people write about their experiences, thoughts and feelings. Some people write a diary entry every day.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Purpose</b></p> <p>Someone might write a diary entry to...</p> <ul style="list-style-type: none"> <li>Describe what they did on a particular day.</li> <li>Explain their feelings, thoughts and opinions about their experiences.</li> </ul> </div> <div style="width: 45%; text-align: right;">  </div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Language</b></p> <p>Diary entries use...</p> <ul style="list-style-type: none"> <li>The first person.</li> <li>The past tense.</li> <li>Informal, chatty language.</li> <li>Detailed descriptions.</li> </ul> </div> <div style="width: 45%; text-align: right;"> <p><b>Detailed descriptions use:</b></p> <ol style="list-style-type: none"> <li>Interesting adjectives and adverbs.</li> <li>Language that appeals to all the senses (sight, sound, smell, taste, touch).</li> <li>Similes and metaphors to help the reader imagine what the writer saw or felt.</li> </ol> </div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>Start with the date and "Dear Diary".</li> <li>Describe events in the order that they happened.</li> <li>Use adverbs, conjunctions and prepositions to make the order of events clear.</li> </ul> </div> <div style="width: 45%; text-align: right;"> <p>Monday 4th Nov.</p> <p>Dear Diary,</p> <p>Today, I discovered a new favourite hobby — sewing. It started when Mum asked me to mend her jacket.</p> <p>Soon, I was stitching together pieces of colourful cloth to make my own patchwork quilt.</p> <p>Next week, I'm going to my first sewing class with Clare. I can't wait!</p> </div> </div> </div>	<p>Today you are writing up your final diary entry at Kali!</p> <p>The children will be given success criteria to make sure they have included all features of a diary entry.</p> <p style="text-align: right;">Wednesday 20<sup>th</sup> November 3000 BC</p> <p>Dear diary,</p> <p>Today has been another day in Skara Brae, just like many others, yet somehow, it feels heavier. Life here is full of routines and rules, but I can't help feeling that I'm meant for more than weaving nets or grinding grain. Sometimes, I wonder if anyone else feels this way, or if it's just me who dreams of things beyond the stone walls of our village. Every time I look out at the sea or the hills, I imagine there must be people and places we've never seen. Still, there are moments I love in this life. The warmth of the hearth when the wind howls outside. The way the sea sparkles when the sun rises over the waves. And the stories the elders tell about the times long before us, when the world was new and full of magic.</p> <p>But I feel restless. Something inside me is pulling, like a tide I cannot see. I'm not sure what it is yet, but I know it's there. This is why I decided to venture further into the water to collect food for my family, I craved the adventure. Unfortunately, my drive for adventure meant that something went wrong... Brockan stumbled into the chaotic sea and struggled for his safety. I was helpless. I couldn't help him.</p> <p>To my relief, a stranger on a wooden, unusual boat heard our cries. Tenko was his name. He was a traveller from a nearby land who had lost this way in the unpredictable sea and luckily found himself in the ocean where we needed saving. "Help, help!" we cried. I was beyond worried that Brockan wouldn't be able to be saved. By some miracle Tenko was able to steer his boat perfectly into a position to save both myself and Brockan and take us back to land.</p> <p>I will forever be in Tenko's debt: I hope one day I can repay him.</p> <p>Yours always, Kali</p>	

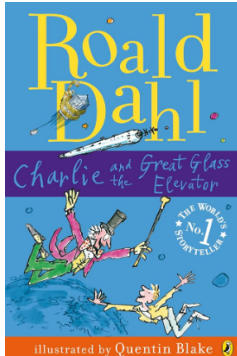
# Weekly Overview of Learning

Year Group: Year 3 Week beginning: 25th November 2024

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

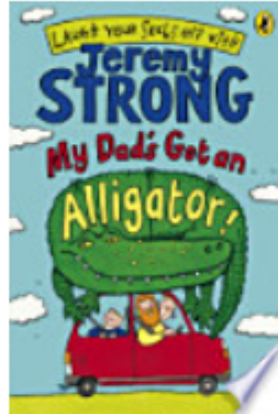
**Topaz**

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



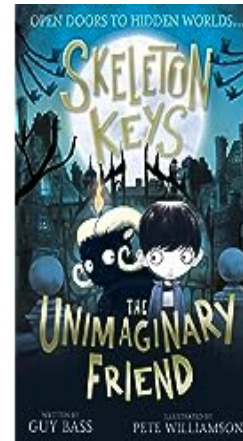
**Sapphire**

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



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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are consolidating our knowledge to complete an end of unit assessment.</u>	<u>LI: We are utilising our prior knowledge to answer word problems.</u>	<u>LI: We are recapping our understanding of numbers bonds to 10.</u>	<u>LI: We are learning to use our understanding of place value to add and subtract in 10's.</u>	<u>Inset</u>

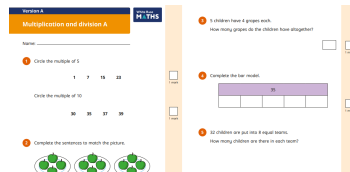
<p><b>Key vocabulary and key questions</b></p>	<p><u>Key vocabulary</u> Multiple equal groups lot's of times array sharing grouping divide</p> <p><u>Key questions</u> What is the relationship between multiplying by 4 and multiplying by 8?  How can you show that multiplying by 4 is the same as multiplying by 2 and then by 2 again?  How can you show that dividing by 4 is the same as dividing by 2 and then by 2 again?</p>	<p><u>Key vocabulary</u> Multiple equal groups lot's of times array sharing grouping divide</p> <p><u>Key questions</u> How many lots of 8 do you have?  How many groups of 8 are there in ?  What can you partition into to help you multiply by 8?  What can you partition into to help you decide whether it is in the 8 times-table?  What strategy can you use when multiplying/dividing by 8?</p>	<p><u>Key Vocabulary: (lesson specific)</u> Number bonds Part-part Whole 10 Number facts</p> <p><u>Key Questions:</u> Which is the whole and which are the parts?  What needs to be added to this part to make the whole?  If you take this part from the whole, what will be left?  Where would this number go in the part-whole model?  What other number facts do you know if you know this?  If you multiply both parts by 10 then add them together, what happens to the whole?</p>	<p><u>Key Vocabulary: (lesson specific)</u></p> <ul style="list-style-type: none"> <li>1-digit</li> </ul> <p>2-digits Adding Subtract Two column Tens Ones</p> <p><u>Key Questions:</u> What is the value of the digit ____ in the number ____ ? How many tens are there in ____ ? How many tens are you adding/subtracting? Will the value in the tens column increase or decrease? By how much? Which place value columns have changed/stayed the same? If you know 7 ones minus 3 ones is equal to 4 ones, then what is 7 tens minus 3 tens? What is the inverse of adding/subtracting ____?</p>	
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## Activities


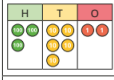
Children will be sitting at the end of unit assessment on multiplication and division using our 3s, 4s and 8's.



In this small step, children consolidate their learning from the previous three steps, exploring the effect of adding or subtracting 3s, 4s or 8s. Children explore what changes and what stays the same when working out word problems. Children also explore performing multiple calculations to a starting number using a combination of the skills covered in the previous steps. Function machines are a useful representation.


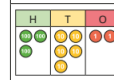
At this stage of the block, there are no exchanges and therefore the tens and hundreds columns do not change. Using a place value chart alongside their calculations, children see that when 1s are added to or subtracted from a 3-digit number, the ones column changes every time. Although the examples in this small step involve a change to the ones column only, it is worth asking the question, "Do you have enough ones to make an exchange?" This provides an opportunity to reinforce the fact that 1 ten is made up of 10 ones, and since none of the columns in this step have more than 9 ones, there are no exchanges, so the tens and hundreds columns do not change.

Complete the table.

- 10	Number	+ 10
		
		
		555



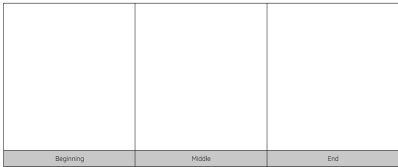
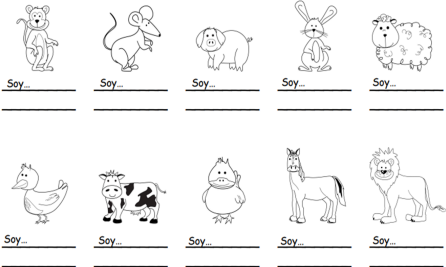
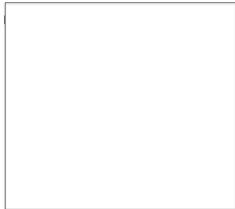
In this step, this does not require any crossing of the next or previous hundred. Children use a range of models and representations, including place value charts, to explore the effect of adding or subtracting multiples of 10. Children should see that in these examples only the tens column changes, with the hundreds and ones columns remaining the same. It is also important to highlight to children how they can use number bonds both to and within 10 to support this step. For example,  $2 + 3 = 5$ , so  $20 + 30 = 50$ . Using the language of "2 ones/tens plus 3 ones/tens is equal to 5 ones/tens" can support this.

Complete the table.

- 10	Number	+ 10
		
		
		555

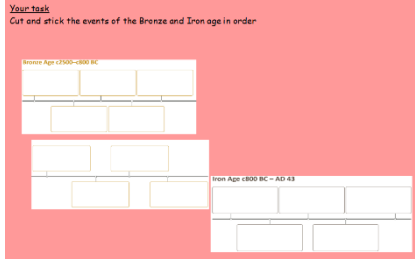
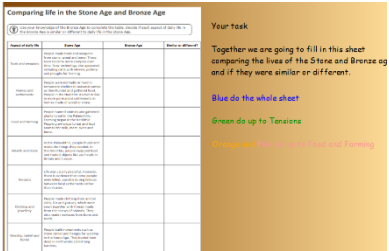

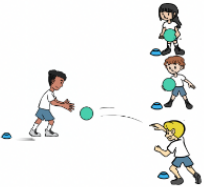
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Music - Sing Up	ART - Kapow	Computing - Teach Computing
<p><u>Unit 3 - Latin Dance</u>  <u>LI: We are learning and practising the first and second step of the salsa dance.</u>  <u>Key vocab: Salsa, Step 1/2, Side basic, Front basic</u></p> <p>In this lesson the children will continue their learning of Salsa dancing, looking closely at the first and second step. This gives the children an opportunity to explore this dance style.</p> 	<p><u>Unit 2 -</u>  <u>LI: We are exploring how natural products produce pigments to make different colours.</u></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><u>Unit 2 -</u>  <u>We are learning to plan our stop-motion animations.</u></p> <p>During this lesson, they will create a storyboard showing the characters, settings, and events that they would like to include in their own stop-frame animations next lesson. This is a preparation lesson for the children to make their decisions!</p> <p>Create a storyboard to show the setting, characters, and events in your animation.</p> 
Spanish - Language Angels	RE - Widening Horizons	PSHCE - Jigsaw
<p><u>Los Animales</u>  <u>LI: We are learning how to introduce each of the animals in Spanish.</u></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><u>LI: We are learning the importance of an atmospheric environment for Hindu prayer, using our 5 senses.</u>  <u>Key vocab: Mandir, Hindu prayer, 5 senses</u></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.</p> <p>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><u>LI: We are learning to under what it means to be a witness to bullying and how to make that person feel better.</u>  <u>Key vocab: witness, anti-bullying, safety</u></p> <p>This week the children will continue with the theme of Anti-bullying. They will create a poster to highlight the key ways to make someone happy and how to support if you are a witness to bullying.</p> <p>Can you create a poster on the best ways to support someone and make them feel better?</p>  <p><b>Reflection Time</b>      What can you do as a bystander to help someone who is being bullied?</p>

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Science - Cornerstones	Topic	PE - Get Set 4 PE
<p><u>Due to panto and inset science has been moved to next week.</u></p>	<p><b>Lesson 1</b>  <u>LI: We are learning to place events chronologically from the Bronze and Iron Age on a timeline.</u></p> <p>In the first lesson, children will be exploring key events that had happened in both the Bronze and Iron Age. Their activity will then to place those events in chronological order.</p> <p><b>Your task</b>            Cut and stick the events of the Bronze and Iron age in order.</p>  <p><b>Lesson 2</b>  <u>LI: We are exploring what everyday life was like in the Bronze Age.</u>  <u>LI: We are comparing life in the Stone and Bronze Age.</u></p> <p>In this part of the lesson, children will be exploring how people lived their daily lives during the Bronze Age. They will look into how their homes were, what their weapons were made of, farming, diet and trade. They will then use this information of life in the Bronze Age to compare how life was like during the Stone Age and to see if there were similarities and differences.</p> 	<p><b>Unit 4 - OAA</b>  <u>LI: To develop trust whilst listening to others and following instructions.</u></p> <p>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.</p>  <p><b>Unit 4 - Dodgeball</b>  <u>LI: To further develop catching and use the rules of the skill within this game.</u></p> <p>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.</p> 



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## Homework

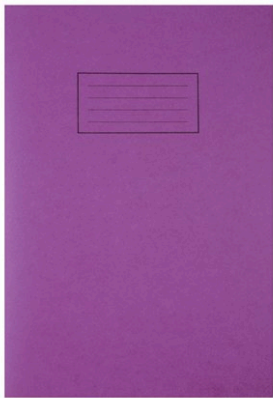
Homework is set on a **Thursday** and due back on a **Monday** online (Google classroom or other platforms)

### 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**