

Weekly Overview of Learning

Year Group: 3 Week beginning: 29.04.24



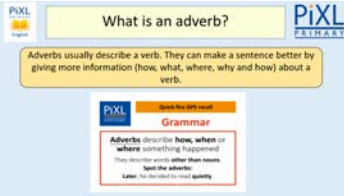

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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LT: We are learning to write up our newspaper report about Mount Vesuvius. (HOT TASK)</u></p>	<p><u>LT: We are learning to look at features of a diary</u></p>	<p><u>LT: We are learning to plan for a diary entry in role as a person living in Pompeii</u></p>	<p><u>LT: We are learning to write up our diary entries.</u></p>	<p><u>LT: We are learning to use adverbs of time to add detail in our writing (PIXL therapy)</u></p>
<p>Speaking and Listening Focus</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>Independent learning Children will complete independent learning/writing tasks.</p>	<p>Independent learning. Children will complete independent learning/writing tasks.</p>	<p>Independent learning. Children will complete independent learning/writing tasks.</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p><u>Key Vocabulary</u> Newspaper article Heading Headline Facts Pictures Captions Quotes Direct speech Conclusion Expanded noun phrases Punctuation ! ? , ...</p> <p><u>Key Questions</u> 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>	<p><u>Key Vocabulary</u> Diary Escape from Pompeii Mount Vesuvius Past tense First person Paragraphs Emotive language Chronological order</p> <p><u>Key Questions</u> What are diaries for? What features can you spot? Have you ever written a diary? How could you describe a school day as a diary? Is a diary formal or informal? What is the character feeling?</p>	<p><u>Key Vocabulary</u> Diary Escape from Pompeii Mount Vesuvius Past tense First person Paragraphs Emotive language Chronological order Tranio Livia Draft</p> <p><u>Key Questions</u> How are the characters feeling about the eruption? How did Livia and Tranio escape? How can we organise our ideas? What features must we include? Is a diary written in first person?</p>	<p><u>Key Vocabulary</u> Diary Escape from Pompeii Mount Vesuvius Past tense First person Paragraphs Emotive language Chronological order Editing WAGOLL</p> <p><u>Key Questions</u> What is our success criteria? What was good in the WAGOLL example? What writing features were included? Could the WAGOLL be improved? What would you add? Have you included capital letters for names and places?</p>	<p><u>Key Vocabulary</u> Adverbs Adverbs of time Time Manner Place When Detail Additional information</p> <p><u>Key Questions</u> What is an adverb? What is an adverb of time, manner and place? Can you think of any examples of adverbs of time? What adverb can you use in this sentence _____?</p>

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Activities																																												
<p>Following on from last week, the children will begin to write up their draft of their newspaper report.</p> <p>They will use their success criteria to support their writing. They will read a model example, and discuss what went well and what could be improved.</p> <p>They will use a green pen to make any edits or uplevel their work when they re-read it.</p>	<p>The children will recall what they know about writing a diary. They will recall what writing features are used in a diary.</p> <p>Children will learn the difference between a formal and an informal diary entry.</p> <p>With a partner, the children will annotate and identify different writing features from a range of articles using a success criteria.</p>	<p>The children will begin planning their diary entry, writing in the role of a person from Pompeii.</p> <p>They will recall what happened in Pompeii and how people could have felt.</p> <p>They will link this to the book 'Escape from Pompeii' and imagine they are a person escaping from Pompeii as Mount Vesuvius is erupting.</p> <p>They will use their success criteria to write their draft, they will edit and upscale their work as they go along.</p>	<p>The children will write up their diary entry, ensuring they have included the character's thoughts and feelings, a chronological summary of the events and a description of the eruption using their 5 senses.</p> <p>They will read a model example, and discuss what went well and what could be improved.</p> <p>They will use their success criteria to tick along and make sure the different writing features are included.</p>	<p>Children will learn what an adverb of time, manner and place is, and use a PIXL therapy to help them.</p> <p>The children will work with their partner or as a group to identify different adverbs that they could use for a range of sentences.</p>																																								
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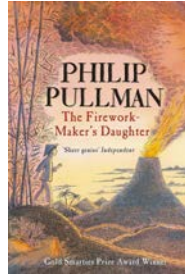
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Class Text – Reading Aloud
20 mins each day

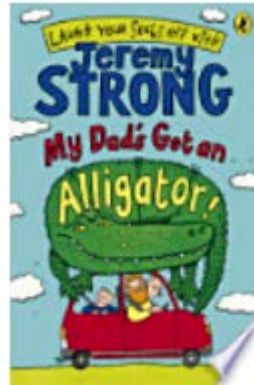
Topaz

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



Sapphire

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



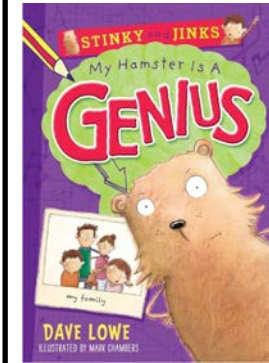
Turquoise

Text – The Danger Gang
Author - Tom Fletcher



Lapis

Text – My hamster is a genius
Author - Dave Lowe



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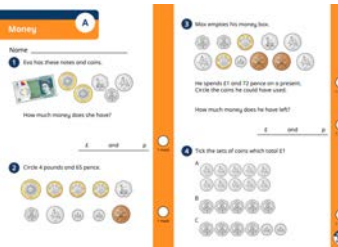
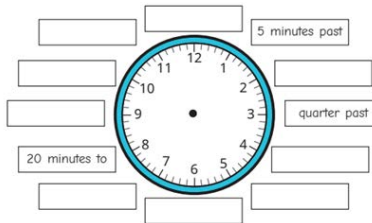
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Key vocabulary and key questions</p>	<p><u>LT: We are learning to subtract money using pounds and pence.</u></p> <p><u>Key vocabulary</u> Pounds Pence Money Symbols £ and P Equal Comparing Convert Subtract</p> <p><u>Key questions</u> Which notes/coins do you need to subtract? How can you make ____ in a different way to make it easier to subtract ____? Are you going to count back on the number line or count on? Why? Do you need to exchange any pounds for pence? Which method do you prefer? Why?</p>	<p><u>LT: We are learning to find change of a given amount using pounds and pence.</u></p> <p><u>Key vocabulary</u> Pounds Pence Money Symbols £ and P Equal Comparing Convert Subtract Change</p> <p><u>Key questions</u> When talking about money, what does "change" mean? How can you partition ____ to make it easier to find the amount of change needed? Are you going to count back on the number line or count on? Why? Do you need to exchange any pounds for pence? Which method do you prefer? How does the part-whole model help to solve the problem?</p>	<p><u>LT: We are learning to consolidate our learning of Money through assessment.</u></p> <p><u>Key vocabulary</u> Pounds Pence Recap Prior Learning Money Symbols £ and P Equal Comparing Convert Symbols</p> <p><u>Key questions</u> What is the value of this coin/note? How many pounds do you have? How many pence do you have? How much do you have altogether? What is the question asking you to find? Do you need to convert your amounts? How many pence makes a pound?</p>	<p><u>LT: We are learning Roman Numerals up to 12.</u></p> <p><u>Key vocabulary</u> Time Analogue Digital Roman Numerals Number System O'Clock Half Past Quarter to/from</p> <p><u>Key questions</u> Where have you seen Roman numerals before? What is the same/different about representing the numbers 2 and 12 as Roman numerals? What is the same/different about writing 4 and 6 as Roman numerals? What are the rules of the Roman number system? Which is the hour/minute hand?</p>	<p><u>LT: We are learning to tell the time to 5 minutes.</u></p> <p><u>Key vocabulary</u> Time Analogue Digital Roman Numerals Number System O'Clock Half Past Quarter to/from Intervals (5 minutes)</p> <p><u>Key questions</u> Which is the minute/hour hand? Is the minute hand in the first half or second half of the hour? If the minute hand is pointing at ____ it past the hour? If the minute hand is pointing at ____ is it to the hour? , how many minutes is , how many minutes? How else could you say 15 minutes past/to?</p>

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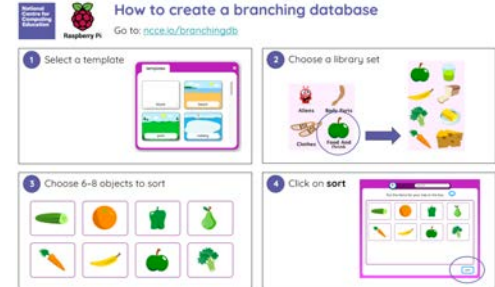
Activities									
<p>Activities</p>	<p>In this small step, children continue to build on their understanding of pounds and pence by subtracting money. Children explore different representations to subtract money. They begin by using notes and coins to subtract pounds and pence separately, including examples where they exchange coins to help them subtract. For example, when working out £4 and 50p subtract £2 and 10p, they can exchange one 50p coin for five 10p coins, so that they can physically remove £2 and 10p.</p>  <p>Use these models to help solve the following questions.</p> <p>1) £6 and 50p - £3 and 25p = 6) £6 and 90p - £5 and 40p = 2) £5 and 75p - £2 and 5p = 7) £9 and 35p - £8 and 15p = 3) 7 and 20p - £5 and 80p = 4) £9 and 10p - £4 = 5) £11 and 42p - £8 and 70p =</p>	<p>In this small step, children build on their understanding of subtracting money to find change. Use notes and coins to model what happens when change is needed. It is important to encourage role-play, so that children understand the context of giving and receiving change. Children use number lines and part-whole models to subtract to find change. They can explore both counting on and counting back as methods of finding the difference to find change.</p> <p>Dora buys a bag of pears. She pays with a £2 coin and gets this change.</p>  <p>How much do the pears cost?</p> <p>Ms Hall has £9 to buy breakfast. She gets £4 and 25p change.</p> <table border="1" data-bbox="705 941 974 1061"> <tr> <td>Waffles</td> <td>£4 and 75p</td> </tr> <tr> <td>Omelette</td> <td>£5 and 75p</td> </tr> </table> <p>Which breakfast does Ms Hall buy?</p>	Waffles	£4 and 75p	Omelette	£5 and 75p	<p>In this lesson the children will begin by consolidating all their learning from Money.</p> <p>To assess how much the children have been able to learn they will complete a short assessment on the areas they have covered.</p> <p>The children will have the opportunity to self-mark and assess where they may have made some errors.</p> 	<p>This small step introduces children to Roman numerals and the Roman number system. They focus only on Roman numerals for numbers 1 to 12, using the context of a clock face. By the end of this step, children should understand that numbers in the Roman number system follow these principles: letters are not usually written four times (for example, 4 is written as IV, instead of IIII); if a lower value digit is written to the left of a higher value digit, it is subtracted (for example, IV = 5 - 1) and if it is written to the right, it is added (for example, VI = 5 + 1).</p> <p>Write the Roman numerals as numbers.</p> <p>a) II <input type="text"/> d) XI <input type="text"/> b) VI <input type="text"/> e) VII <input type="text"/> c) III <input type="text"/> f) IX <input type="text"/></p>	<p>To begin with, children recap how many minutes there are in an hour. With this knowledge, encourage them to identify why quarters of an hour are equal to 15 minutes and why the 12 intervals around a clock face are each equal to 5 minutes. Partitioning the clock vertically from 12 to 6 may visually support children to recognise whether a time is past or to the hour. As in the previous step, children can physically make times on analogue clocks with moveable hands.</p> 
Waffles	£4 and 75p								
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Please continue logging into Doodle Maths and Times-table Rockstars regularly

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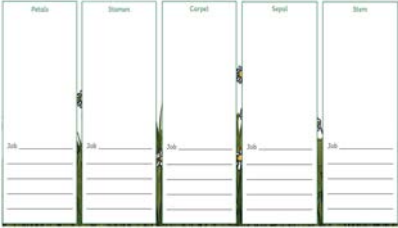



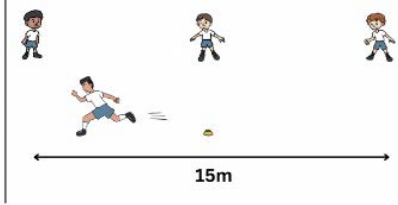
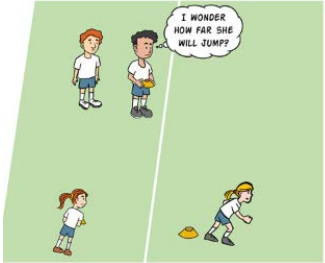
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Spanish - Language Angels	ART - Make your mark	RE
<p><u>Las Estaciones (Seasons)</u> <u>LI: We are learning about what happens in Spring and state a short sentence in Spanish.</u></p> <p>The focus of this lesson is therefore not just on learning this sentence about spring in Spanish, but to use this new vocabulary to further improve their understanding of the world and the changes in their environment.</p> 	<p>In this week's art lesson the children will be entering a competition all about mark making. Did you know that your handwriting and the way you use a pen makes you special? It's different to using a computer. Because a computer forces you to use a certain type of programme, a certain type of font, in certain types of colours. In some ways, it forces us all to be the same. Lets try and create unique art!</p> 	<p><u>Our Religion, Why is it Important to Us?</u> <u>LI: We are learning to compare beliefs between Islam and Hinduism.</u></p> <p>In this lesson the children will compare the beliefs of Hindus and Muslims. The children will be looking specifically at what these religions state as the right choices and the wrong choices. The children will then compare how these religions view choices differently.</p> 
PSHCE - Jigsaw	Music - Sing Up	Computing - Teach Computing
<p><u>Unit -Relationships</u> <u>LI:LI: We are learning how to use some strategies for keeping myself safe online.</u> <u>LI: We are learning about who to ask for help if I am worried or concerned about anything online.</u></p> <p>Today the children will be creating an internet safety poster focussing on all the skills they need to use to stay safe online!</p> 	<p><u>Unit - Just Three Notes - Lesson 3</u> <u>LI: We are learning to compose and perform ostinatos using three pitches.</u></p> <p>Following on from last week, the children will use their understanding of pitches and notes to create and compose their own piece of music focusing on three notes.</p> 	<p><u>Unit 4 - Data and Information</u> <u>LI: We are learning to create branching databases focusing on asking simple questions.</u></p> <p>Learners will continue to develop their understanding of ordering objects/images in a branching database structure. They will learn how to use an online database tool to arrange objects into a branching database.</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 identifying new parts of a plants anatomy and their function.</u></p> <p>This week in science, children will be developing their understanding of plants in depth as they are introduced to new parts and their function. Through scientific questioning, children will be investigating why each part is vital in the life cycle of a plant.</p>  <p><u>Lesson 2</u> <u>LI: We are developing our understanding further of flowers by analysing the anatomy.</u></p> <p>During the second lesson, children will be analysing and observing the anatomy of different flowers which have been cut in half to investigate whether they share similar properties.</p> 	<p style="text-align: center;"><u>History - Roman Empire</u></p> <p><u>Lesson 1:</u> <u>LI: We are learning to describe the hierarchy and different roles in past civilisations.</u></p> <p>In this lesson, the children will discuss the term hierarchy and what the Roman Empire hierarchy looked like. They will learn about the 3 different ways Rome was ruled by the Roman Kingdom, Roman Republic and the Roman Empire. The children will work together to recall different facts about each ruler and place them under the correct heading and date.</p>  <p><u>Lesson 2:</u> <u>LI: We are learning to describe the growth and expansion of the Roman Empire, specifically looking at the achievements and influence of the ancient Romans on the world.</u></p> <p>In lesson 2, the children will learn about the growth of the Roman Empire and how they managed to be so successful when conquering other countries. They will learn when these events took place and how conquering other countries benefited them with food and natural sources. The children will answer questions about the growth and expansion of the empire.</p>  <ol style="list-style-type: none"> 1. When and where was the city of Rome founded? 2. How long did it take for the Romans to take control over the whole of Italy? 3. Why was it important that the Romans ruled the countryside? 4. Why do you think that the Romans started to take control of the southwest of England after they invaded? 5. Why did the Romans stop expanding their empire? 6. What do you think was the impact of Rome's expanding empire? 	<p style="text-align: center;"><u>Unit</u></p> <p><u>Lesson 3:</u> <u>LI: To develop technique when changing speed.</u></p> <p>In groups of four with one cone. They place their cone halfway between a 15m distance and take turns to jog to the cone then sprint, exploring what they need to do to speed up and slow down.</p>  <p><u>Lesson 3:</u> <u>LI: To develop jumping technique in a range of approaches and take off positions.</u></p> <p>They can choose if they want to hop, step or jump. One pupil from each pair jumps and their partner places the cone where they land. The second pupil in the pair then has their turn. They start from the cone marking their partner's distance.</p> 

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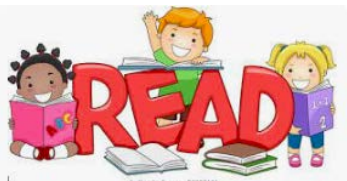
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Homework

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.

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.

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

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.



Reminders:

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