

# Weekly Overview of Learning

Year Group: 3 Week beginning: 03.06.24



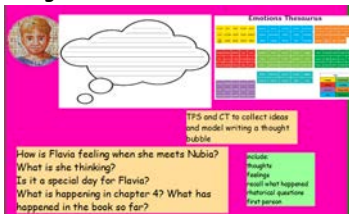


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English	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Reading and Writing</b>	<u>LI: We are learning to predict what our new class text 'The Thieves of Ostia' is about.</u>	<u>LI: We are learning to describe our main character 'Flavia' using a role on the wall.</u>	<u>LI: We are learning to create thought bubbles for the characters from our text 'The Thieves of Ostia'.</u>	<u>LI: We are learning to draft our diary entry from a different character's perspective.</u>	<u>LI: We are learning to write up our diary entry as the character 'Nubia'.</u>
<b>Speaking and Listening Focus</b>	<p>Collaborative learning.</p> <p>Think, pair, share and class discussion. Children will take turns in speaking and listen attentively.</p>	<p>Collaborative learning.</p> <p>Think, pair, share and class discussion. Children will take turns in speaking and listen attentively.</p>	<p>Social learning.</p> <p>Sharing different perspectives and ideas within the classroom. Applying knowledge of characters to their own and coming to independent conclusions of perspectives.</p>	<p>Individual Learning</p> <p>Peel on - peel off type learning. Children will independently create their own learning.</p>	<p>Individual Learning</p> <p>Peel on - peel off type learning. Children will independently create their own learning.</p>
<b>Key vocabulary and Key Blooms higher order thinking questions</b>	<p><b>Key Vocabulary:</b> Prediction Inference Front cover Blurb Title Image The Thieves of Ostia Flavia Mystery</p> <p><b>Key Questions:</b> What do you think of the book?</p> <p>Who do you think are the main characters?</p> <p>Who do you think are the main characters from reading the blurb?</p> <p>What is happening in the background?</p>	<p><b>Key Vocabulary:</b> Character Description Personality Appearance Flavia Thieves of Ostia Chapter 1 + 2 Adjectives Expanded noun phrases</p> <p><b>Key Questions:</b> How would you describe Flavia's personality?</p> <p>How would you describe Flavia's appearance?</p> <p>What evidence is stated in the book to support your character description?</p> <p>How could you up-level any simple adjectives?</p>	<p><b>Key Vocabulary:</b> Perspective Main character Feelings Thoughts Thought bubble Evidence</p> <p><b>Key Questions:</b> What information can you infer from the text that describes how the character is feeling?</p> <p>Can you identify what a character is thinking from the text?</p> <p>Describe the characteristics of_____?</p>	<p><b>Key Vocabulary:</b> Diary entry Recall Character Thoughts Feelings Introduction Sign off Fronted adverbials Expanded noun phrases</p> <p><b>Key Questions:</b> What information can you retrieve to use in your diary entry?</p> <p>Pick vocabulary that can support your ideas for the diary entry</p> <p>Are there events that you can include in your diary entry?</p>	<p><b>Key Vocabulary:</b> Editing Upscale Joined up handwriting Diary entry Recall Character Thoughts Feelings Introduction Sign off Fronted adverbials Expanded noun phrases</p> <p><b>Key Questions:</b> What events will you include in your diary entry?</p> <p>Will you write in 1st, 2nd or 3rd person?</p> <p>What evidence can you use from the book to support your argument?</p>

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Activities																							
<p><b>Activities</b></p>	<p>Today the children are predicting our new class text, The Thieves of Ostia.</p> <p>They will discuss what they can see on the front cover of the book as it is revealed bit by bit. This will allow the children to make deeper predictive inferences about the text.</p> <p>They will verbally say their predictions to their partner and to the class. Then, the children will read the blurb. They will discuss what characters are in the blurb, where it is set and what the story is about.</p> <p>They will complete a defining frame with their thoughts about the book, then will write a paragraph on their predictions.</p> 	<p>The lesson will begin with the children reading chapters 1 and 2 and retrieving adjectives to describe Flavia's appearance and personality.</p> <p>The children will collect adjectives and expanded noun phrases to describe Flavia and complete their role on the wall sheet.</p> 	<p>Children will continue to read further into the book, meeting new characters and learning more about the setting in Thieves of Ostia.</p> <p>They will recall what is important to include in a thought bubble.</p> <p>The children collect ideas as a class to describe a character's thoughts and feelings to write a thought bubble.</p> 	<p>The children will recall the features of a diary entry. Then as a class, the children will discuss what they know about the character Nubia. They will discuss what she looks like, her thoughts and feelings and what happened to her in the story so far.</p> <p>Using this information about the character and using the book, the children will begin to draft their diary entry.</p> 	<p>Following on from the last lesson, the children will read a model diary entry and then edit their own.</p>  <p>They will use their success criteria to ensure their writing has a range of writing features.</p> <table border="1" data-bbox="1758 646 2094 813"> <thead> <tr> <th>Success Criteria</th> <th>Tick</th> </tr> </thead> <tbody> <tr> <td>Joined up handwriting</td> <td></td> </tr> <tr> <td>Past tense</td> <td></td> </tr> <tr> <td>First person</td> <td></td> </tr> <tr> <td>Thoughts and feelings</td> <td></td> </tr> <tr> <td>Facts</td> <td></td> </tr> <tr> <td>Expanded noun phrases</td> <td></td> </tr> <tr> <td>Fronted adverbials</td> <td></td> </tr> <tr> <td>Paragraphs</td> <td></td> </tr> </tbody> </table>	Success Criteria	Tick	Joined up handwriting		Past tense		First person		Thoughts and feelings		Facts		Expanded noun phrases		Fronted adverbials		Paragraphs	
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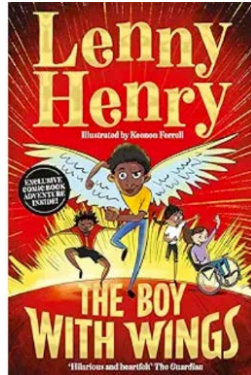
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**Class Text – Reading Aloud**  
**20 mins each day**

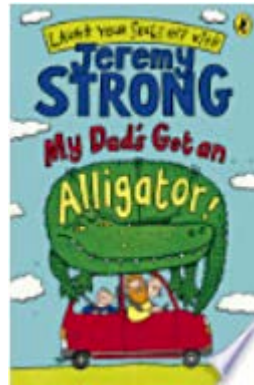
**Topaz**

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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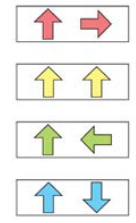
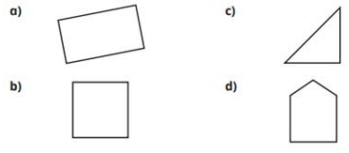
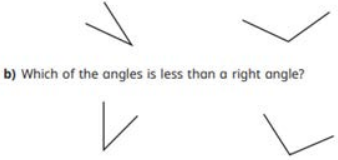
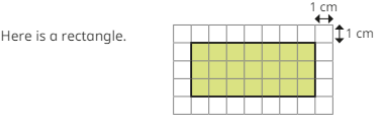
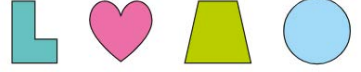
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Key vocabulary and key questions</b></p>	<p><u>LI: We are learning to identify different turns and angles on lines and shapes.</u></p> <p><b>Key vocabulary</b> Identify Shapes 2D Angles Right Acute Obtuse</p> <p><b>Key questions</b> Which direction are you facing to start?  Which direction is clockwise/anticlockwise?  What fraction of a turn do you need to do to face  Which direction do you need to turn?  Is there more than one possible way?  Where can you see angles in the classroom?</p>	<p><u>LI: We are learning to recognise right angles.</u></p> <p><b>Key vocabulary</b> Identify Shapes 2D Angles Right Equal 90 degrees</p> <p><b>Key questions</b> How many right angles are equal to a half turn?  How many right angles are equal to a three-quarter turn?  How many right angles are equal to a full turn?  Where can you see right angles in the classroom/at school?  What shapes contain right angles?  How many right angles are there in a _____ ?  What shapes can you draw that have right angles?</p>	<p><u>LI: We are learning to compare angles, recognise acute and obtuse angles.</u></p> <p><b>Key vocabulary</b> Identify Shapes 2D Angles Right Equal 90 degrees Acute Obtuse Compare</p> <p><b>Key questions</b> How can you check if this is a right angle?  Is the angle greater than or less than a right angle?  Which angle is greater?  What is an acute angle?  What is an obtuse angle?  Where can you see an acute/obtuse angle in the classroom?</p>	<p><u>LI: We are learning to measure and draw accurately using a ruler.</u></p> <p><b>Key vocabulary</b> Measure Ruler Accurately Centimetre Millimetre Length Draw Nearest</p> <p><b>Key questions</b> How can you hold the ruler to ensure that it does not slip?  Where should you start measuring from?  Where should you measure to?  How long is the line in centimetres?  How long is the line in millimetres?  What is the length to the nearest whole centimetre? How do you know?</p>	<p><u>LI: We are learning to recognise and draw horizontal and vertical lines in a range of contexts.</u></p> <p><b>Key vocabulary</b> Horizontal Vertical Lines Range Contexts Recognise Measure Centimetre Millimetre</p> <p><b>Key questions</b> What is the same and what is different about horizontal and vertical lines?  Where can you see horizontal and vertical lines?  How could you describe a vertical/horizontal line without using the word "vertical"/"horizontal"?  What could you use to help you remember what the words horizontal and vertical mean?  What do you call a line that is neither horizontal nor vertical?</p>

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<p><b>Activities</b></p>	<p>In this small step, children are introduced to the concept of angles for the first time. In Year 2, they described turns as quarter, half, three-quarter and full turns. They will now recognise angles as describing the size of a turn and understand greater angles as having made a greater turn. Children practise making quarter, half, three-quarter and whole turns in both clockwise and anticlockwise directions and in familiar contexts such as on a clock face or the points of a compass.</p> <p>Match the pictures to the turns.</p>  <p> <input type="checkbox"/> half turn  <input type="checkbox"/> quarter turn  <input type="checkbox"/> full turn  <input type="checkbox"/> three-quarter turn         </p>	<p>In this small step, children are introduced to the term "right angle" to describe a quarter turn and learn the symbol for a right angle. As in the previous step, children make the link between quarter turns and half turns by recognising that two right angles are equal to one half turn, three right angles are equal to three-quarters of a turn and four right angles are equal to a full turn. It is important for them to see examples of right angles in different orientations so that they understand that a right angle is not just made from vertical and horizontal lines.</p> <p>Copy the shapes and mark the right angles on each one.</p> 	<p>In this small step, children explore angles that are greater than and smaller than a right angle. Encourage children to continue to think of angles as turns and describe turning less than or more than a right angle/quarter turn. They should also compare angles in shapes and lines by measuring and comparing them to a right angle. The use of a right-angle checker is a great way to support this activity. Children are introduced to the terms "acute" and "obtuse" to describe the angles. Explain that acute angles are less than a right angle, and obtuse angles are greater than 1 but less than 2 right angles.</p> <p>Here are some angles.</p>  <p> <b>a) Which of the angles is greater than a right angle?</b>  <b>b) Which of the angles is less than a right angle?</b> </p>	<p>In this small step children measure and draw straight lines accurately in centimetres and millimetres. Children start by using a ruler to measure lines from zero. Encourage them to spread out their fingers to ensure a secure grip on the ruler when measuring and drawing straight lines.</p> <p>When they are familiar with measuring from zero, they could explore measuring from other numbers and finding the difference between the start and end points. Children initially measure in whole centimetres before exploring measurements made up of centimetres and millimetres. They may also start to describe lengths to the nearest whole centimetre, for example 8 cm and 3 mm to the nearest whole centimetre is 8 cm.</p> <p>Here is a rectangle.</p>  <p>         ▶ What is the length of each side?          ▶ What is the perimeter of the rectangle?     </p>	<p>In this small step, children learn to recognise and draw horizontal and vertical lines in a range of contexts. Children begin by finding horizontal and vertical lines in the classroom and the world around them.</p> <p>This could be related to the horizon as a means of remembering which term relates to which line. Care should be taken to ensure that all lines have a distinct orientation and could not be perceived as sloping. Once children are confident recognising horizontal and vertical lines, they can embed this understanding by drawing horizontal and vertical lines. As before, a range of examples can be used, including individual lines and lines within shapes.</p> <p>Draw vertical lines to show the shapes that have a vertical line of symmetry.</p>  <p>Draw shapes to match the descriptions.</p> <ul style="list-style-type: none"> <li>▶ 2 horizontal lines and 2 vertical lines</li> <li>▶ 1 horizontal line and no vertical lines</li> <li>▶ 2 horizontal lines and no vertical lines</li> <li>▶ no horizontal lines and 2 vertical lines</li> </ul>
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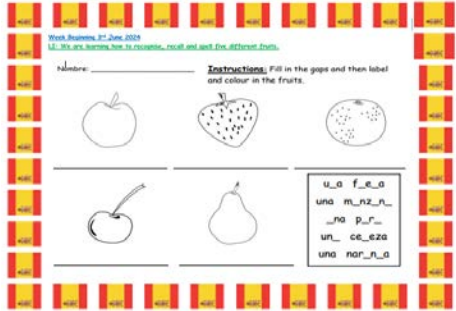


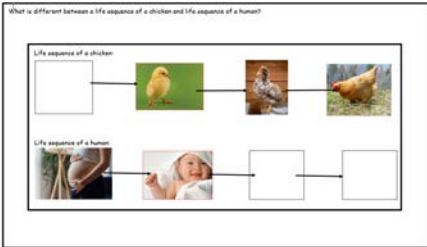


Please continue logging into Doodle Maths and Times-table Rockstars regularly



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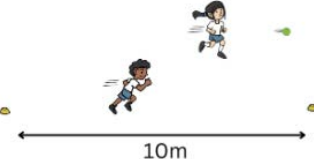
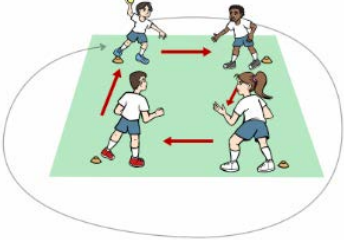





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Spanish - Language Angels	ART - Pop up art	RE
<p style="text-align: center;"><u>Unit - Fruits</u></p> <p style="text-align: center;"><u>LI: We are learning how to recognise, recall and spell five different fruits.</u></p> <p>In this lesson, the children will learn how to recognise, write and spell 5 different fruits; apple, strawberry, orange, cherry and pear in Spanish.</p> 	<p style="text-align: center;"><u>Unit - Roman Art</u></p> <p style="text-align: center;"><u>LI: We are exploring paintings and art work which links to our curriculum topic of volcanoes.</u></p> <p>We have chosen to look at Pop Art work which links to our topic of Volcanoes. Looking at Andy Warhol, the children will be creating a similar art piece using pop art.</p> 	<p style="text-align: center;"><u>Our Religion, Why is it Important to Us?</u></p> <p style="text-align: center;"><u>LI: We are learning about forgiveness and applying it to our own religion.</u></p> <p>In RE this week the children will be defining what forgiveness means to them and their religion. The children will be deciding how forgivable different actions are and plotting their ideas on a 'forgiveness graph'.</p> 
PSHCE	Music - Sing Up	Computing - Teach Computing
<p style="text-align: center;"><u>Changing Me</u></p> <p style="text-align: center;"><u>LI: We are learning to understand that animals and humans undergo lots of changes and grow up from babies.</u></p> <p>This week in PSHCE we are beginning our final topic of 'changing me'. The children will begin this topic by exploring the different life stages of humans and animals. They will analyse where different animals come from and how different animals grow, these animals will be compared to the life stages of humans.</p> 	<p style="text-align: center;"><u>Unit - Mangrove Twilight (6 weeks)</u></p> <p style="text-align: center;"><u>LI: We are becoming familiar with Mangrove twilight and learning the clapping game.</u></p> <p>In this lesson the children will become familiar with their new music unit 'Mangrove Twilight' which looks at using the body as a percussion instrument to create music. This lesson is an introductory session to get the children comfortable.</p> 	<p style="text-align: center;"><u>Unit 5 - Creating Media (6 weeks)</u></p> <p style="text-align: center;"><u>LI: We are learning to recognise how text and images convey information.</u></p> <p>In this lesson, learners will become familiar with the terms 'text' and 'images' and understand that text and images need to be used carefully to communicate messages clearly. Learners will be able to give advantages and disadvantages of using text, images, or both text and images to communicate messages effectively.</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 learning to categorise the different methods of seed dispersal.</u>                      The children will begin by mind mapping any prior knowledge they have around the life cycle - conditions a plant needs to grow and methods of dispersal.</p> <p>In this lesson the children will begin by watching a dispersal video outlining the key methods of dispersal. They will watch the video twice, first absorbing the information. Second, write any key information that may help them.</p> <p><u>Lesson 2</u>  <u>LI: We are investigating whether methods of dispersal effect the growth of a plant.</u></p> <p>During this lesson children will be investigating dispersal methods based on the features of the seed and plant.</p> <p>Working in groups, children are asked to research the plant and discuss the features of a seed which may affect the dispersal and germination.</p> <p style="background-color: #00FF00; padding: 2px;"><b>Does the method of seed dispersal affect the growth of a plant?</b></p> 	<p style="text-align: center;"><u>History - Roman Empire</u></p> <p><u>Lesson 1:</u>  <u>LI: We are learning to make deductions about the Vindolanda tablets about Roman life.</u>                      The children will recall what they know about the Romans and Hadrian's Wall. They will learn about Vindolanda tablets and people used this wood to write such as letters and invites. The children will work in small groups to annotate and answer a range of tablets, and discuss if they are reliable. Then they will write a paragraph to summarise their findings about Roman life.</p>  <p style="text-align: center;"><b>Life in Roman Britannia</b></p> <p>Before the Romans arrived, Celtic Britons lived in tribal communities on hillforts. They farmed the land to provide food for themselves and to trade with others, and they had their own Celtic culture. After the invasion of AD 43, the Romans brought their way of life to their new province, Britannia. Over time, many Britons who lived in or near Roman towns, took on Roman culture, religion and lifestyle and became Romanised.</p>  <p style="font-size: small;">Artist's impression of a street scene from the last Roman town of Lichfield, Staffordshire</p> <p><u>Lesson 2:</u>  <u>LI: We are learning to describe the Romanisation of Britannia, including the impact of technology, culture and beliefs.</u>                      In this lesson, the children will understand how Britannia was Romanised by the Romans invading and sharing their ways of life. The children will learn and answer a range of questions about how life in Britannia changed, particularly looking at technology, culture and beliefs.</p> <table border="1" data-bbox="824 1142 1093 1474"> <thead> <tr> <th colspan="2">Romanisation of Britannia</th> </tr> </thead> <tbody> <tr> <td></td> <td>What were some forms of public entertainment?</td> </tr> <tr> <td></td> <td>What did rich people eat?</td> </tr> <tr> <td></td> <td>What did Romanised men and women do to their appearance?</td> </tr> <tr> <td></td> <td>How did engineering help the Roman state?</td> </tr> <tr> <td></td> <td>What did Roman towns have?</td> </tr> <tr> <td></td> <td>What was a hypocaust?</td> </tr> <tr> <td></td> <td>What was everyday life like compared to Britain?</td> </tr> <tr> <td></td> <td>What did Romans do to create art?</td> </tr> <tr> <td></td> <td>To you think the Romanisation made the lives of Britons better or worse? Why do you think that?</td> </tr> </tbody> </table>	Romanisation of Britannia			What were some forms of public entertainment?		What did rich people eat?		What did Romanised men and women do to their appearance?		How did engineering help the Roman state?		What did Roman towns have?		What was a hypocaust?		What was everyday life like compared to Britain?		What did Romans do to create art?		To you think the Romanisation made the lives of Britons better or worse? Why do you think that?	<p style="text-align: center;"><u>Unit</u></p> <p style="text-align: center;"><u>Cricket Lesson 1:</u>  <u>LI: To learn how to score points in a striking and fielding game.</u></p> <p>In cricket, batters can score by running from wicket (base) to wicket. Q: What is the job of a fielder? To limit the runs (points) of the batters. Batters collect a ball, umpires are now fielders. Batters begin at a cone, throw the ball into the space then complete as many runs as they can before the fielder retrieves it and places it on one of the cones called 'STOP'.</p>  <p style="text-align: center;"><u>Rounders Lesson 1:</u>  <u>LI: To develop throwing and catching with accuracy and apply these to a striking and fielding game.</u>                      In pairs with one ball and two cones, pupils stand 5m apart. Pupils explore overarm throwing and catching. After a few attempts, they discuss and decide on the teaching points for an overarm throw and catch. Consolidate learning as a class.</p> 
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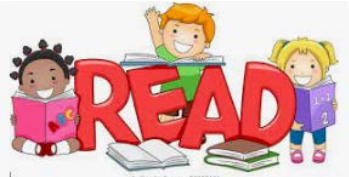
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## Homework

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.

### 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:**

**Dinosaur day 5th June 2024**

**Ensure you have paid for the dinosaur workshop and the Romans VR workshop - Thank you from the Year 3 team 😊**