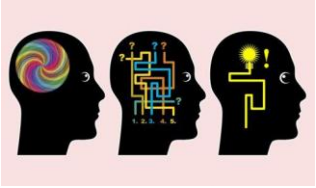
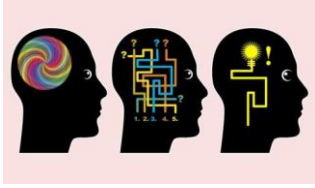
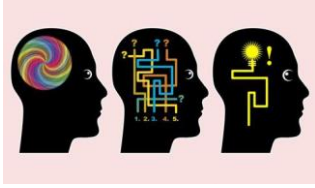
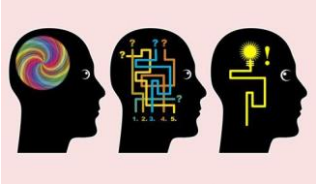
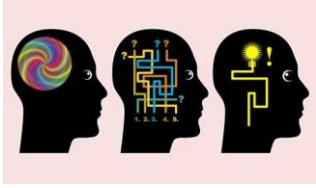


# Weekly Overview of Learning






Year Group: Year 3    Week beginning: 30th September 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

English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Internal PIXL Testing</u>	<u>Internal PIXL Testing</u>	<u>Internal PIXL Testing</u>	<u>Internal PIXL Testing</u>	<u>Internal PIXL Testing</u>	<u>Internal PIXL Testing</u>
Speaking and Listening Focus	Individual Learning 	Individual Learning 	Individual Learning 	Individual Learning 	Individual Learning 
Key vocabulary and Key Blooms higher order thinking questions	<u>Key Vocabulary:</u> <ul style="list-style-type: none"> <li>• Tenses</li> <li>• Adverbs</li> <li>• Relative clauses</li> <li>• Expanded noun phrases</li> <li>• Adjectives</li> <li>• Nouns</li> <li>• Verbs</li> <li>• Modal verbs</li> <li>• Commas</li> <li>• Parenthesis</li> <li>• Adverbials</li> <li>• Punctuation</li> <li>• Spelling</li> </ul>	<u>Key Vocabulary:</u> <ul style="list-style-type: none"> <li>Define</li> <li>Explain</li> <li>Retrieve</li> <li>Identify</li> <li>Record</li> <li>Summarise</li> <li>Predict</li> <li>Meaning</li> <li>Choice of words comparison</li> </ul>	<u>Key Vocabulary:</u> <ul style="list-style-type: none"> <li>• Tenses</li> <li>• Adverbs</li> <li>• Relative clauses</li> <li>• Expanded noun phrases</li> <li>• Adjectives</li> <li>• Nouns</li> <li>• Verbs</li> <li>• Modal verbs</li> <li>• Commas</li> <li>• Parenthesis</li> <li>• Adverbials</li> <li>• Punctuation</li> <li>• Spelling</li> </ul>	<u>Key Vocabulary:</u> <ul style="list-style-type: none"> <li>Addition</li> <li>Subtraction</li> <li>Compare</li> <li>Calculate</li> <li>Divide</li> <li>Multiply</li> </ul>	<u>Key Vocabulary:</u> <ul style="list-style-type: none"> <li>Addition</li> <li>Subtraction</li> <li>Compare</li> <li>Calculate</li> <li>Divide</li> <li>Multiply</li> <li>Reason</li> <li>Problem solve</li> </ul>

# Weekly Overview of Learning

Year Group: Year 3 Week beginning: 30th September 2024

Activities					
	<p>In this assessment session, children will be required to show their understanding of their grammar, spelling and punctuation skills they have covered thus far. They will be answering a variety of questions. The information from these assessments will help us to plan lessons for the term for individual children and for identified groups.</p> <p>The children will complete their first GPS paper Grammar and punctuation - 50 minutes</p> 	<p>In this assessment session, children will be required to show their understanding of their reading skills they have covered thus far. They will be answering a variety of questions from the reading domains. The information from these assessments will help us to plan lessons for the term for individual children and for identified groups.</p> <p>The children will complete their reading paper - 50 minutes</p> 	<p>In this assessment session, children will be required to show their understanding of their spelling skills they have covered thus far. They will be writing the correct spelling for each word as it is called out. The information from these assessments will help us to plan lessons for the term for individual children and for identified groups.</p> <p>Reading paper carried over and spelling test - 50 minutes</p> 	<p>In this assessment session, children will be required to show their understanding of the mathematical areas they have covered thus far. They will be answering a variety of questions to apply their mathematical fluency understanding.</p> <p>The information from these assessments will help us to plan lessons for the term for individual children and identified groups.</p> <p>Recap of arithmetic style questions - 20 minutes</p> <p>Arithmetic Test lasting 40 minutes</p> 	<p>In this assessment session, children will be required to show their understanding of the mathematical areas they have covered thus far. They will be answering a variety of questions to apply their mathematical reasoning and problem solving skills.</p> <p>The information from these assessments will help us to plan lessons for the term for individual children and for identified group</p> <p>Recap of reasoning style questions - 20 minutes</p> <p>Reasoning paper - 40 minutes</p> 

Class Text –	Topaz	Sapphire	Turquoise	Lapis
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# Weekly Overview of Learning

Year Group: Year 3    Week beginning: 30th September 2024

<p><b>Reading Aloud</b> 10-15 mins each day</p>	<p>TEXT –Charlie and the Great Glass Elevator Author – Roald Dahl</p> 	<p>Text - My Dad's got an Alligator Author – Jeremy Strong</p> 	<p>Text – Skeleton Keys Author - Guy Bass</p> 	<p>Text – Aziza's secret fairy door Author - Lola Morayo</p> 
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<p><b>Maths</b></p>	<p><u>Lesson 1</u></p>	<p>Lesson 2</p>	<p>Lesson 3</p>	<p>Lesson 4</p>	<p>Lesson 5</p>
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# Weekly Overview of Learning

Year Group: Year 3    Week beginning: 30th September 2024

	<p><u>LI: We are learning to apply our understanding of number bonds to 10.</u></p>	<p><u>LI: We are learning to use our understanding of place value to add and subtract in 1's.</u></p>	<p><u>LI: We are learning to use our understanding of place value to add and subtract in 10's.</u></p>	<p><u>LI: We are learning to use our understanding of place value to add and subtract in the 100's.</u></p>	<p><u>LI: We are learning to use our knowledge of place value to spot the pattern.</u></p>
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<p><b>Key vocabulary and key questions</b></p>	<p><b>Key Vocabulary: (lesson specific)</b></p> <ul style="list-style-type: none"> <li>Number bonds</li> <li>Part-part</li> <li>Whole</li> <li>10</li> <li>Number facts</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Which is the whole and which are the parts?</li> <li>What needs to be added to this part to make the whole?</li> <li>If you take this part from the whole, what will be left?</li> <li>Where would this number go in the part-whole model?</li> <li>What other number facts do you know if you know this?</li> <li>If you multiply both parts by 10 then add them together,</li> <li>what happens to the whole?</li> </ul>	<p><b>Key Vocabulary: (lesson specific)</b></p> <ul style="list-style-type: none"> <li>1-digit</li> <li>Adding</li> <li>Subtract</li> <li>One column</li> <li>Tens</li> <li>Ones</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What happens to any number when you add a 1-digit number?</li> <li>What happens to any number when you subtract a 1-digit number?</li> <li>Which columns change in a number when you add or subtract a 1-digit number?</li> <li>Will more than one column ever change?</li> </ul>	<p><b>Key Vocabulary: (lesson specific)</b></p> <ul style="list-style-type: none"> <li>1-digit</li> <li>2-digits</li> <li>Adding</li> <li>Subtract</li> <li>Two column</li> <li>Tens</li> <li>Ones</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What is the value of the digit ____ in the number ____?</li> <li>How many tens are there in ____?</li> <li>How many tens are you adding/subtracting?</li> <li>Will the value in the tens column increase or decrease? By how much?</li> <li>Which place value columns have changed/stayed the same?</li> <li>If you know 7 ones minus 3 ones is equal to 4 ones, then what is 7 tens minus 3 tens?</li> <li>What is the inverse of adding/subtracting ____?</li> </ul>	<p><b>Key Vocabulary: (lesson specific)</b></p> <ul style="list-style-type: none"> <li>Value</li> <li>Hundreds</li> <li>Increase</li> <li>Decrease</li> <li>Inverse</li> <li>Add</li> <li>Subtract</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What is the value of the digit in the number ?</li> <li>How many hundreds are there in ?</li> <li>How many hundreds are you adding/subtracting?</li> <li>Will the value in the hundreds column increase or decrease? By how much? Which place value columns have changed/stayed the same?</li> <li>If you know <math>3 + 4 = 7</math>, what is <math>300 + 400</math>?</li> <li>What is the inverse of adding/subtracting ?</li> </ul>	<p><b>Key Vocabulary: (lesson specific)</b></p> <ul style="list-style-type: none"> <li>Increase</li> <li>Decrease</li> <li>Adding</li> <li>Subtracting</li> <li>3- digit</li> <li>Place value</li> <li>Ones</li> <li>Tens</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What is the value of the digit in the number ?</li> <li>Will the value in the ones/tens/hundreds column increase or decrease? By how much?</li> <li>Which place value columns have changed/stayed the same? Why?</li> <li>If you know <math>3 + 4 = 7</math>, what else do you know?</li> <li>What is the inverse of adding/subtracting ?</li> <li>Will you get the same result if the operations are performed in a different order?</li> </ul>
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# Weekly Overview of Learning

Year Group: Year 3 Week beginning: 30th September 2024

## Activities

Throughout this block children build on that knowledge, working towards adding and subtracting 2-digit and 3-digit numbers with exchanges. To be successful with this, it is essential that children are confident in both using and applying their number bonds to and within 10 and this small step provides an opportunity to consolidate this. By the end of this small step, children should be more confident at recalling all the number bonds up to 10 in a variety of contexts. They will then apply this knowledge to number bonds to 100, for example:  $3 + 2 = 5$ , so  $30 + 20 = 50$

Complete the additions.

a)  $3 + 1 = \square$       b)  $40 + 20 = \square$   
 $30 + 10 = \square$        $40 + 30 = \square$   
 $300 + 100 = \square$        $40 + 40 = \square$

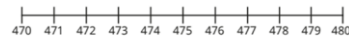
Complete the subtractions.

a)  $9 - 2 = \square$       b)  $60 - 40 = \square$   
 $90 - 20 = \square$        $60 - 30 = \square$   
 $900 - 200 = \square$        $60 - 20 = \square$

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 ones columns in this step have more than 9 ones, there are no exchanges, so the tens and hundreds columns do not change.

Complete the number sentences.


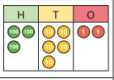
Use the number line to help if you need to.



a)  $475 + 1 = \square$       b)  $475 - 1 = \square$   
 $475 + 2 = \square$        $475 - 2 = \square$   
 $475 + 3 = \square$        $475 - 3 = \square$   
 $475 + 4 = \square$        $475 - 4 = \square$   
 $475 - 5 = \square$

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

Building on the previous small steps, children now explore adding and subtracting multiples of 100. This will not require any crossing of the thousands. Again, children use a range of models and representations, including place value charts, to explore the effect of adding or subtracting multiples of 100. Children recognise from the examples in this small step that only the hundreds place value column changes and the tens and ones columns remain the same. It is also important to highlight to children how they can use number bonds to and within 10 to support this step. For example,  $8 - 5 = 3$ , so  $800 - 500 = 300$ . Using the language of "8 ones/hundreds subtract 5 ones/hundreds is equal to 3 ones/ hundreds" can support this.

Kim has some balloons.



She buys 100 more balloons.

How many balloons does she have now?

How many balloons will Kim have if she buys another:

- 200 balloons • 300 balloons • 400 balloons • 500 balloons

In this small step, children consolidate their learning from the previous three steps, exploring the effect of adding or subtracting 1s, 10s or 100s to or from any 3-digit number. As with the examples in previous steps, there are no exchanges. Children explore what changes and what stays the same when adding multiples of 1, 10 or 100, for example: "If we add/subtract 10s, only the tens place value column changes." It is important to highlight why this is the case, by noting that the additions in this step always use bonds of less than 10, 100 or 1,000; in the subtractions, the digits in the number subtracted are always smaller than digits in the original number. 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.





Use Tiny's fact to complete the number sentences.

- ▶  $20 + 50 = \square$       ▶  $500 + 200 = \square$
- ▶  $7 - \square = 2$       ▶  $70 - \square = 50$
- ▶  $70 = \square + 50$       ▶  $\square = 700 - 200$



# Weekly Overview of Learning

Year Group: Year 3    Week beginning: 30th September 2024

Music - Sing Up	ART	Computing - Barefoot and Teach Computing																														
<p><u>I've Been to Harlem</u>  <u>LI: We are learning to use our understanding of call and response and apply it to a new song.</u>  <u>Key Vocab - Call and Response, Application, Rhythm</u></p> <p>This lesson you are going to introduce and sing the song Tongo. This is one of three snapshots spread across the year that have been created to demonstrate the progress pupils make.</p> <p>• Tongo - Call-and-response</p> 	<p><u>LI: We are learning to apply observational drawing skills to create detailed studies.</u>  <u>Key Vocab - Observational, Shading, Drawing, Accuracy</u>  <u>Key Questions</u>                      What does it mean to draw from observation?                      Why is it important to observe carefully before drawing?</p> <p>In the lesson, children will be using simple shapes to sketch the form of an organic object, which will be flowers.                      Children need to ensure they add detail using careful observation and adding tone using shading skills.</p> 	<p><u>Lesson 3 - How do digital devices help us?</u>  <u>LI: To recognise how digital devices can change the way we work.</u>  <u>Key Vocab - Digital, Devices, Non-digital</u>  <u>Key questions -</u>                      In today's Computing lesson, the children will create two pieces of work with the same focus, using digital devices to create one piece of work, and non-digital tools to create the other. Learners will then compare and contrast the two approaches.</p> <p><u>What can you use a digital device for?</u></p> <p><small>Tick the box if you can complete the task on the device. Then, add some tasks of your own.</small></p> <table border="1" data-bbox="1823 651 2101 801"> <thead> <tr> <th></th> <th>Digital camera</th> <th>Laptop computer</th> <th>Games console</th> <th>Smartphone</th> </tr> </thead> <tbody> <tr> <td>Take pictures</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Write a story</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Play a game</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Make a phone call</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Send a message</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>		Digital camera	Laptop computer	Games console	Smartphone	Take pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Write a story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Play a game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Make a phone call	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Send a message	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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RE	Spanish	PSHE - Jigsaw																														

# Weekly Overview of Learning

Year Group: Year 3    Week beginning: 30th September 2024

<p><b><u>LI: We are learning to identify the characters and features from the Hindu story.</u></b>  <b><u>LI: We are learning to retell the Hindu story of Rama and Sita.</u></b>  <b>Key Vocab</b> – Rama, Sita, Ravan, Lakshmana, Hanuman, good, evil  <b>Key Questions</b>- Who are Rama and Sita? Where did they travel? What happened to Sita? How did she get saved? How did Rama kill Ravan?</p> <p><small>From Learning 30<sup>th</sup> September 2024      © 2019 All rights reserved. All activities and content from this book may      not be copied or reproduced in any form without the permission of the publisher.</small></p> <p>In the lesson children will be reading and then reflecting on the story of Rama and Sita and how they are significant to Hindus. Children will then sequence the story explaining what has happened.</p> <div style="display: flex; justify-content: space-around;"> <table border="1" style="border-collapse: collapse;"> <tr><td style="width: 40px; height: 40px;"></td><td style="width: 40px; height: 40px;"></td><td style="width: 40px; height: 40px;"></td><td style="width: 40px; height: 40px;"></td></tr> <tr><td style="width: 40px; height: 40px;"></td><td style="width: 40px; height: 40px;"></td><td style="width: 40px; height: 40px;"></td><td style="width: 40px; height: 40px;"></td></tr> </table> <table border="1" style="border-collapse: collapse;"> <tr><td style="width: 40px; height: 40px;"></td><td style="width: 40px; height: 40px;"></td><td style="width: 40px; height: 40px;"></td><td style="width: 40px; height: 40px;"></td></tr> <tr><td style="width: 40px; height: 40px;"></td><td style="width: 40px; height: 40px;"></td><td style="width: 40px; height: 40px;"></td><td style="width: 40px; height: 40px;"></td></tr> </table> </div>																	<p><b><u>Aprendo Español</u></b>  <b>LI: We are learning to introduce numbers 1-10 in Spanish.</b></p> <p>In this week's Spanish lesson the children will be introduced to numbers 1 - 10 in Spanish. The lesson will conclude with assessing whether the children can count different numbers of objects.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">_____ siete</td> <td style="width: 50%; border-bottom: 1px solid black;">_____ nueve</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____ cinco</td> <td style="border-bottom: 1px solid black;">_____ seis</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____ dos</td> <td style="border-bottom: 1px solid black;">_____ uno</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____ cuatro</td> <td style="border-bottom: 1px solid black;">_____ ocho</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____ diez</td> <td style="border-bottom: 1px solid black;">_____ tres</td> </tr> </table>	_____ siete	_____ nueve	_____ cinco	_____ seis	_____ dos	_____ uno	_____ cuatro	_____ ocho	_____ diez	_____ tres	<p><b><u>LI: We are learning to understand how our actions can affect others.</u></b>  <b>Key Vocab</b> – Choices, Actions, Rewards and Consequences  <b>Key Questions</b> – How can we encourage each other to make positive choices?</p> <p>In this lesson the children will be looking at different rewards and consequences for the different choices they make.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="font-size: small;">Aman's teacher has told everyone to work quietly at their tables. Aman has a very funny joke and wants to tell everyone in his group.</p> </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border: 1px solid black; padding: 5px;"> <p style="font-size: x-small; margin: 0;">Write down a reward for Aman if he makes a sensible choice</p> </td> <td style="width: 50%; border: 1px solid black; padding: 5px;"> <p style="font-size: x-small; margin: 0;">What should the consequences be for him if he makes an irresponsible choice?</p> </td> </tr> </table>	<p style="font-size: x-small; margin: 0;">Write down a reward for Aman if he makes a sensible choice</p>	<p style="font-size: x-small; margin: 0;">What should the consequences be for him if he makes an irresponsible choice?</p>
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Science - Wellington Curriculum	Topic (History) - Wellington Curriculum	PE - Get Set 4 PE
<p><b><u>Carried forward due to European Languages Day.</u></b></p> <p><b>Key Vocab</b> – Compare, Contrast, Diet, Animals, Nutrition  <b>Key Questions</b> –</p> <ul style="list-style-type: none"> <li>What factors can change an animal's diet?</li> <li>Why do some animals hibernate in winter?</li> <li>Identify the 3 main food groups.</li> <li>Which season produces the most amount of food for all groups? Explain your answer.</li> </ul> <p><b>Lesson 1:</b>  <b><u>LI: We are comparing and contrasting the diets of different animals.</u></b>          In this lesson the children will conduct research into two opposing animals and their diets. They will need to compare the diets of these animals and which factors make them similar or different.</p>	<p><b>Lesson 1:</b>  <b><u>LI: We are learning to identify and describe Stone Age monuments.</u></b></p> <p><b>Key Vocab</b>          Monument, Stonehenge, fact file, headings, subheadings  <b>Key Questions</b> - Have you heard of the word monument? What does monument mean? What are some types of monuments?</p> <p>The children will learn about monuments during the stone age and focus on Stonehenge, once the children have gone through the input from the teacher they will answer key questions about Stonehenge.</p> <p><b>Lesson 2:</b></p>	<p><b>Lesson 4 Tag Rugby</b>  <b><u>LI: We are learning to develop an understanding of defending as a team.</u></b></p> <p><b>Key Vocab</b>          Attack, Strike, Pass, Position  <b>Key Questions</b>          How will we strike the ball?          Which part of the tag are we going to take?          How will we change positions? Why do we need to do that?</p>

# Weekly Overview of Learning

Year Group: Year 3    Week beginning: 30th September 2024

## Lesson 2:

**LI: We are applying our understanding of animal diets by creating an informative fact file.**

In the second part of the lesson the children will be applying their research and understanding of one of the animals into making a fact file all about their diet.

**LI: We are learning to identify and describe Stone Age monuments and writing our own fact file .**

Using a fact sheet the children will create their own fact file about Stonehenge, this will help them with their trip coming up!



The form is titled 'Stonehenge' and includes the following sections:

- Location:** A grid for writing the location.
- Unknown Builders:** A grid for writing information about unknown builders.
- Unknown Purpose:** A grid for writing information about the unknown purpose.
- History:** A grid for writing the history of Stonehenge.
- Timeline of Stonehenge:** A grid for writing a timeline.
- Did You Know...?:** A grid for writing interesting facts.

Children will be learning the skills of communication when trying to stay in the defensive line and how to move quickly across the pitch.

Hold the line:

1. In this set up cones. One defender stands against four attackers. Defender should get attackers to try to reach the opposite side without being tagged. If tagged, they can't be defended. Repeat until there is only one attacker left. The game restarts with the remaining defender as the attacker.

Attackers use a quick change of direction to dodge past the defender. Defenders use a wide body position with arms out, ready to take the tag from the attackers.



2. Tell pupils defenders need to work together to create a defensive line to reduce the amount of gaps attackers can get through. Use cones to show this. Example 1: Defenders are stood all over the pitch. Some have dropped forward and are chasing the ball, some have stayed back. 2. Are there gaps you could get through to score a goal? (Review demonstration set up).



## Lesson 4 Football:

**LI: We are learning to understand the role of a defender.**

In the lesson children will be learning to track an attacker by mirroring their movements and tracking their movements to slow them down.

1. Q: What is the role of the defender? Stop goals, deny space and gain possession. In pairs with one ball and two cones placed approx. 7m apart. One pupil begins as the attacker with the ball at a cone. The defender starts two steps in front of them. The attacker attempts to dribble from cone to cone, scoring 1 point each time. The defender tracks their movements to slow them down. Time 2 minutes then change roles.

Stay in front of the attacker in a ready position. Use small steps and changes of direction to track them and stay in their way.

Make this easier by playing without a ball to begin with.



2. Play for 2 minutes. This time, if the defender gains possession because the attacker loses control, the defender becomes the attacker and continues to try to score end to end. If the new defender gains possession again, they switch roles again.



# Weekly Overview of Learning

Year Group: Year 3    Week beginning: 30th September 2024



<table border="1"><tr><td>Animal:</td><td>Diet:</td></tr><tr><td>Spring:</td><td>Summer:</td></tr><tr><td>Autumn:</td><td>Winter:</td></tr></table>	Animal:	Diet:	Spring:	Summer:	Autumn:	Winter:		
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# Weekly Overview of Learning

Year Group: Year 3    Week beginning: 30th September 2024

## Homework

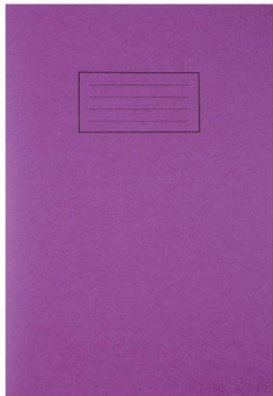
Homework is set on a **Thursday** and due back on a **Monday** online (google classroom or other platforms)

### 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

We **agree** to be kind in school.

I made sure to **increase** the slices of **cheese** in my sandwich.

There was **peace** last night until I heard a cat **squeal**.

I had to **complete** an **extreme** amount of homework.

I was happy when a **recent piece** of my art was put on display.

I **believe** there are aliens in space.

### 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:**

**6th November - 2 classes going to Stonehenge**

**19th November - 2 classes going to Stonehenge**