

# Weekly Overview of Learning

Year Group: Year 3 Week beginning: 06.01.25

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 learning to apply our inference skills to make predictions on our new class text 'Wispi - A Story of Hope'</u>	<u>LI: We are learning to retrieve and infer about our new class text through comprehension questions.</u>	<u>LI: We are collecting adjectives and expanded noun phrases to create a role on the wall for Idris.</u>	<u>LI: We are analysing language from our class text and creating a glossary for unfamiliar words.</u>	<u>LI: We are creating a persuasive poster to inspire people to donate to a charity close to our hearts (COLD TASK).</u>
<b>Speaking and Listening Focus</b>	<p><b>Language of prediction.</b></p> <p>Through collaborative learning, children will discuss their ideas using features of the book.</p> <p>I predict that... because... however/meanwhile/therefore/also... I predict that... after... I predict that... as a result of... This is probable because... ...and... are different in that... therefore as a result.. . After... I predict that...</p>	<p><b>Language of deduction.</b></p> <p>Children will use the language of deductions to answer comprehension questions.</p> <p>I conclude that... because... I found that... because... As a result of... I conclude that... After looking at the data/information/results I conclude that... On observing I found that...</p>	<p><b>Language of description.</b></p> <p>Using independent learning children will write and describe a character</p>	<p><b>Language of Vocabulary</b></p> <p>Children will recognise powerful vocabulary in the story they have read/listened to and use this into their own work</p>	<p><b>Language of opinion.</b></p> <p>Through independent learning, children will write a letter using prior knowledge of persuasive language.</p> <p>I agree/disagree because... I appreciate/understand.....'s opinion because/as/due to... However I feel... because/as/due to... My opinion/view is... because/as/due to... I believe... because... What is your opinion on...? How do you feel when...? Why do you feel...?</p>
<b>Key vocabulary and Key Blooms higher order thinking questions</b>	<p><b>Key Vocabulary: (specific to lesson)</b></p> <ul style="list-style-type: none"> <li>Prediction</li> <li>Infer</li> <li>Hope</li> <li>Front cover</li> <li>Blurb</li> </ul> <p><b>Key questions:</b></p>	<p><b>Key Vocabulary: (specific to lesson)</b></p> <ul style="list-style-type: none"> <li>Idris</li> <li>Predict</li> <li>Hope</li> <li>Refugee</li> <li>Isolated</li> <li>Painful</li> </ul>	<p><b>Key Vocabulary: (specific to lesson)</b></p> <ul style="list-style-type: none"> <li>Adventurous</li> <li>Courageous</li> <li>Brave</li> <li>Hopeful</li> <li>Clothes as tattered as a dust cloth</li> </ul>	<p><b>Key Vocabulary: (specific to lesson)</b></p> <ul style="list-style-type: none"> <li>Trampled</li> <li>Bustled</li> <li>Swelling sea</li> <li>Etched</li> <li>Quivered</li> <li>Flickered</li> </ul>	<p><b>Key Vocabulary: (specific to lesson)</b></p> <ul style="list-style-type: none"> <li>Persuade</li> <li>Exciting</li> <li>Informative</li> <li>Poster</li> <li>Heading</li> <li>Sub-heading</li> </ul>

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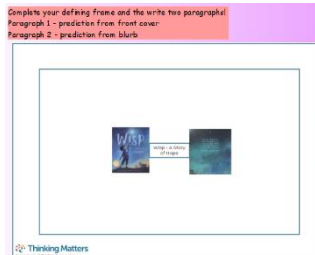
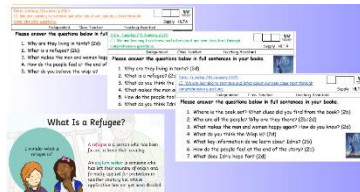
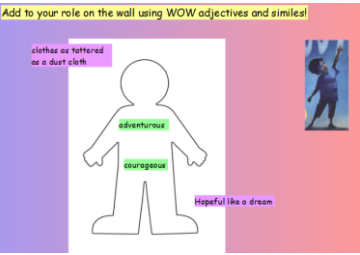

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	<ul style="list-style-type: none"> <li>• What does the title suggest?</li> <li>• How has the blurb helped make your prediction?</li> <li>• Where could the story be set?</li> <li>• Who are the main characters?</li> <li>• What vocabulary helps make your prediction?</li> <li>• Who do you think the story might be about?</li> <li>• What do you believe the wisp to be?</li> <li>• Where is the story set?</li> <li>• Who is the main character?</li> <li>• What do you think the message of this story is?</li> </ul>	<ul style="list-style-type: none"> <li>• Shadow</li> <li>• Wisp</li> <li>• Identify</li> </ul> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• Where is the book set? What clues did you find from the book?</li> <li>• Who are all the people? Why are they there?</li> <li>• What makes the man and women happy again? How do you know?</li> <li>• What do you think the Wisp is?</li> <li>• What key information do we learn about Idris?</li> <li>• How do the people feel at the end of the story?</li> <li>• What does Idris hope for?</li> </ul>	<ul style="list-style-type: none"> <li>• Lonely</li> <li>• Confused</li> </ul> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What is a role on the wall?</li> <li>• What information do we put on the inside/outside?</li> <li>• What is Idris' personality?</li> <li>• What does Idris look like? How could you describe him using expanded noun phrases or similes?</li> <li>• How could you describe his using expanded noun phrases or similes?</li> </ul>	<ul style="list-style-type: none"> <li>• Pulsed</li> <li>• Blazing</li> <li>• Rumbles</li> </ul> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What is a dictionary/thesaurus?</li> <li>• How do we use a dictionary/thesaurus?</li> <li>• Why do we need to use one?</li> </ul>	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What is a persuasive poster?</li> <li>• What do you notice about them?</li> <li>• Have you seen posters like this before?</li> <li>• What are they trying to persuade you to do?</li> </ul>
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Activities	<p>The children will be introduced to their new class text 'the wisp'. In today's lesson the children will be predicting what they think the book will be about using the front cover and blurb. They will infer from the pictures to understand what the theme of the story will be about. The children will be introduced to the word 'refugee' and will discuss what it means,</p>  <p>Who is this? What do they hope for? What does this mean?</p> <p>What are these? KEY INFORMATION</p> <p>Complete your defining frame and write two paragraphs! Paragraph 1 - prediction from front cover Paragraph 2 - prediction from blurb</p> 	<p>In today's lesson the children will read through the book, they will be asked key questions. They will explore the theme of the book and what the illustrations mean. The children will then answer in full sentences some comprehension questions..</p>  <p>What is a Refugee?</p>	<p>In today's lesson, children will be creating a roll on the wall character description of Idris using expanded noun phrases, adjectives and similes.</p>  <p>Add to your role on the wall using WOW adjectives and similes!</p> <p>Idris is <b>horrified</b> as a <b>dust cloth</b>.</p> <p>Idris is <b>adventurous</b>.</p> <p>Idris is <b>courageous</b>.</p> <p>Idris is <b>hopeful like a dream</b>.</p>	<p>In today's lesson the children will be going through the different vocabulary they have read from the book. They will be finding the definition, synonyms, antonyms and putting the word into a sentence. This will allow children to expand their vocabulary and to learn new words.</p> <p><b>Definitions</b></p> <p><b>Trampled</b> - tread on and crush. (stamp, crush and squash)</p> <p><b>Bustled</b> - move in an energetic and busy manner. (rush and dash)</p> <p><b>Swelling sea</b> - A swell in the ocean is formed through a combination of wind strength, wind duration and fetch</p> <p><b>Etched</b> - to produce on a hard material by eating into the material's surface.</p> <p>(cut and carve)</p> <p><b>Quivered</b> - tremble or shake with a slight rapid motion. (tremble, shake and shiver)</p> <p><b>Flickered</b> - (of light or a source of light) shine unsteadily; vary rapidly in brightness.</p> <p>(glimmer, shine and twinkle)</p>	<p>In today's lesson, children will be creating a persuasive poster in order to persuade and inspire young people to donate to a charity.</p>  <p>Your task is to create your own charity poster for something that are passionate about!</p> <p>Themes you could write about:</p> <ul style="list-style-type: none"> <li>raising money for endangered animals</li> <li>raising money for sickness</li> <li>raising money to help refugees</li> <li>encouraging people to donate toys, clothes, furniture</li> </ul> <p>Remember... Posters are fun, engaging and need to be persuasive!</p> <p>Can you help me? Before it's too late!</p> <p>Give Today! Give Blood. Give Life.</p> <p>Let's look at these charity posters together...</p> <p>What do you notice about them? Have you seen posters like this before? What are they trying to persuade you to do?</p>
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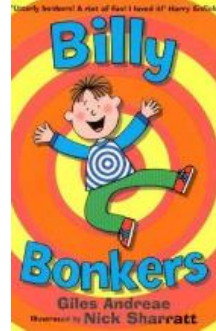
# Weekly Overview of Learning

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Class Text - Reading Aloud  
20 mins each day

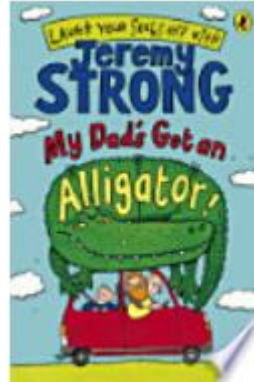
Topaz

TEXT - Billy Bonkers  
Author - Giles Andreae



Sapphire

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



Turquoise

Text - The Danger Gang  
Author - Tom Fletcher



Lapis

Text - Luna and the treasure of Tlaloc  
Author - Joe Todd



# Weekly Overview of Learning

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning how multiples of 10 are grouped (MD)</u></p>	<p><u>LI: We are learning about how different calculations can relate to one another (MD)</u></p>	<p><u>LI: We are comparing multiplication calculations using <math>&lt;</math>, <math>&gt;</math> and <math>=</math> (MD)</u></p>	<p><u>LI: LI: We are learning to multiply a 2-digit number by a 1-digit number - no exchange (MD)</u></p>	<p><u>LI: LI: We are learning to multiply a 2-digit number by a 1-digit number - with exchange (MD)</u></p>
<p><b>Key vocabulary and key questions</b></p>	<p><u>Key vocabulary</u>                      Multiple                      10's                      Grouping                      Equal Groups                      Skip Counting                      Equal to                      Tens</p> <p><u>Key questions</u>                      What is the multiple of 10 before _____?                      What is the multiple of 10 after _____?                      Is _____ a multiple of 10? How can you tell?                      How many tens are there in _____?                      How can you use a Gattegno chart/place value chart to help multiply or divide a number by 10?                      What is the same about all multiples of 10?                      What is different?</p>	<p><u>Key vocabulary</u>                      Compare                      Similar                      Different                      Relate                      Multiplication                      Manipulatives                      Ones                      Tens</p> <p><u>Key questions</u>                      What is the same and what is different about the two calculations?                      How can you represent the calculation using place value counters/base 10?                      How is multiplying by 10s different from multiplying by 1s?                      What is the connection between the two calculations?</p>	<p><u>Key vocabulary</u>                      Greater than                      Less than                      Equal to                      Compare                      More                      Less                      Ones                      Tens                      Multiplication</p> <p><u>Key questions</u>                      What number sentences are shown by the array?                      What is the same and what is different about <math>8 \times 3</math> and <math>8 \times 4</math>?                      Which digit represents the size of the group?                      Which digit refers to the number of groups?                      What happens if you increase/decrease the number of groups?                      What happens if you increase/decrease the size of the groups?                      Do you need to complete the calculations to compare them?</p>	<p><u>Key vocabulary</u>                      Multiply                      Equal to                      Ones                      Digit                      Tens                      Answer                      Exchange</p> <p><u>Key questions</u>                      How can you partition a 2-digit number into tens and ones?                      What is the product of the tens and the single digit?                      What is the product of the ones and the single digit?                      What do you need to do to find the final answer?</p>	<p><u>Key vocabulary</u>                      Multiply                      Equal to                      Ones                      Digit                      Tens                      Answer                      Exchange                      Effective strategy</p> <p><u>Key questions</u>                      How can you partition a 2-digit number into tens and ones?                      What is the product of the tens and the single digit?                      What is the product of the ones and the single digit?                      What do you need to do to find the final answer?                      What do you do if you have ten or more ones?</p>

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**Activities**

Children learnt the 10 times-table in Year 2 and revisited multiples of 10 in the Autumn term.

In this small step, they further develop their understanding of multiples of 10 by looking at greater multiples. Children reinforce their earlier work on place value and use a range of representations, such as ten frames, Gattegno charts and place value charts. They recognise that multiples of 10 end in a zero and use this fact to solve basic multiplication and division problems beyond the 10 times-table.

Complete the number track.

10	20	40	60	80	90	100
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Use the ten frame to complete the sentence.

10	10	10	10
10	10	10	10

10 tens are equal to \_\_\_\_\_

Use the ten frames to complete the calculation.

10	10	10	10
10	10	10	10

10	10		
10	10		

$17 \times 10 = 10 \times 10 + 7 \times 10 = \underline{\quad} + \underline{\quad} = \underline{\quad}$

**Teddy saves £10 a week.**

**How many weeks will it take him to save £120?**

**How do you know?**

Children explore scaling facts by 10, for example using  $3 \times 4 = 12$  to derive  $3 \times 40 = 120$  and  $30 \times 4 = 120$ . A range of representations are used to expose the link between multiples of 1 and multiples of 10. Children begin by using base ten, before moving on to the slightly more abstract representation of place value counters. Children go on to explore this relationship with division, for example using  $12 \div 3 = 4$  to derive  $120 \div 3 = 40$ . This will be revisited later in the block.

Care should be taken to ensure that children do not also think that  $12 \div 30 = 40$ . This is a good opportunity to remind them that multiplication is commutative while division is not.

Complete the number sentences to match the pictures.

$4 \times 2 \text{ ones} = \underline{\quad} \text{ ones}$	$4 \times 2 = \underline{\quad}$		

$4 \times 2 \text{ tens} = \underline{\quad} \text{ tens}$	$4 \times 20 = \underline{\quad}$		

Complete the multiplication facts.

$\underline{\quad} \times 4 = \underline{\quad}$	$\underline{\quad} \times 40 = \underline{\quad}$

In this small step, children develop their knowledge and understanding of the structure of multiplication. Children begin by recapping what multiplication looks like with objects, and gradually use more abstract representations. These include cubes, base 10, arrays and number sentences. They use the symbols  $<$ ,  $>$  and  $=$  to compare groups using multiplication and division structures, both in context and within number sentences.

Children are encouraged to realise that, for example,  $6 \times 3 > 6 \times 2$  without doing any calculation, but by recognising the relationship between the calculations and that the first must give an answer greater than the second because the same number is being multiplied by 3 and 2.

Complete the number sentences to match the pictures.

	$6 \times 3 = \underline{\quad}$
	$6 \times 5 = \underline{\quad}$

Write  $>$  or  $<$  to complete the statement.

$6 \times 3$    $6 \times 5$

Complete the number sentences and write  $<$ ,  $>$  or  $=$  to compare the arrays.

	<input type="text"/>	
$\underline{\quad} \times \underline{\quad} = \underline{\quad}$		$\underline{\quad} \times \underline{\quad} = \underline{\quad}$

In this small step, children explore multiplying 2-digit numbers by 1-digit numbers. At this stage, none of the multiplication calculations require exchanges.

Children apply their understanding of partitioning to represent and solve calculations using the expanded method. The 2-digit number is partitioned into tens and ones, both are multiplied by the 1-digit number and then the partial products are added to find the total product.

Complete the number sentences.

Use the place value chart to help you.

Tens	Ones

$3 \text{ tens} \times 2 = \underline{\quad} \text{ tens}$

$2 \text{ ones} \times 2 = \underline{\quad} \text{ ones}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

$32 \times 2 = \underline{\quad}$

This is explored through a progression of representations from base 10 to place value counters and part-whole models, alongside number sentences.

In this small step, children continue to explore multiplying 2-digit numbers by 1-digit numbers, now looking at calculations that involve an exchange.

As in the previous step, children apply their understanding of partitioning to represent and solve calculations using the expanded method. This involves partitioning the 2-digit number into tens and ones, multiplying separately, then adding the partial products together.

Mo uses a part-whole model to work out  $24 \times 8$

24
20      4
↓ × 8    ↓ × 8
160      32

$160 + 32 = 192$   
 $24 \times 8 = 192$

Complete the number sentences.

Use the place value chart to help you.

Tens	Ones

$2 \text{ tens} \times 4 = \underline{\quad} \text{ tens}$

$4 \text{ ones} \times 4 = \underline{\quad} \text{ ones}$

$24 \times 4 = \underline{\quad} + \underline{\quad} = \underline{\quad}$

$24 \times 4 = \underline{\quad}$

Children use the same representations as in the previous steps to provide familiarity and focus their attention on the new aspect of making an exchange.



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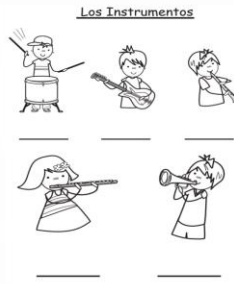
## Spanish - Language Angels

### Los instrumentos

LI: We are learning to identify different musical instruments.

Key vocabulary: instruments, los instrumentos, la bateria

This term in Spanish, the children will be exploring musical instruments and learning how to name them in Spanish. This week, they will be introduced to five different instruments and will practice naming them in Spanish.



## PSHCE - Jigsaw

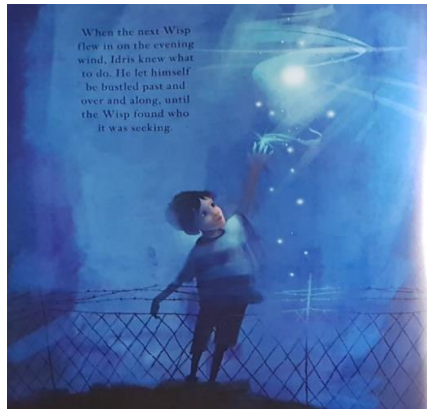
## ART - Kapow

### Unit - Painting and Mixed Media

LI: We are learning to create and use different tones of colour.

In Art this term the children will be learning all about painting, textures and the use of mixed media. In this lesson the children will be using our English class text as inspiration for their first piece of Art.

This week the children will be creating a background using deep blue, black and white paint to recreate the image of Idris from Wisp.



## Music - Sing Up

## RE

### Christianity

LI: We are learning about to recognise Christian symbols and why they are important to Christians

This term the children will be exploring Christianity, the first week of learning the children will be learning about significant christian symbols. They will learn what the cross, fish dove and candle mean to Christians and why it is important to them. The children will then complete a worksheet explaining what each Christian symbol means,

To recognise Christian symbols.

Name and explain the meaning of these Christian symbols.

## Computing - Teach Computing

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Unit- Dreams and Goals.

LI: We are evaluating challenges and how to achieve success.

**Key Vocab:** challenges, success, overcoming

Children will be evaluating and discussing what skills will be required in order to overcome and achieve success when faced with a challenge.

Challenges are presented in many forms, some physical, academic or personal. Children will share their thoughts and knowledge- seeking to resolve different scenarios.

Stick image here

**What to include in your writing:**

- Introduce the person, their name and their challenge.
- Describe how the person feels about facing the challenge.
- Describe how the person achieves the challenge.
- Describe how the person feels when they have been successful.

Unit 3 - From a Railway Carriage


Lesson 1

LI: We are learning to use appropriate musical language to describe a piece of music whilst exploring dynamics, timbre and tempo.

**Key Vocab:** dynamic, timbre, tempo

The children will be introduced to a new song this week in music. They will begin to understand this new piece by asking key questions about the dynamic, timbre and tempo. The children will begin to use this language as they further explore the piece.

• *Night mail* by Benjamin Britten



Unit 3 - Programming

LI: We are learning to explore a new programming environment, Scratch.

**Key Vocab:** programming, scratch, sequencing

This lesson introduces learners to a new programming environment: Scratch. Learners will begin by comparing Scratch to other programming environments they may have experienced, before familiarising themselves with the basic layout of the screen.

**Introduction to Scratch**

Tick when you have completed each task:

Add at least two new sprites	
Add at least two new backdrops	
Add 'move commands' to each sprite	

Topic (Through the Ages) – Cornerstones

Science (Light and Shadow) - Cornerstones

PE - Get Set 4 PE





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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

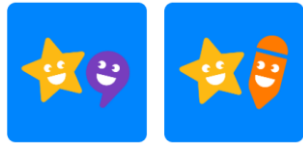


Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.

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.

Try and login to **Bug Club** and **Reading Eggs**.



**Doodle English and Doodle Spell** - log in to your account at least 3 times this week.



**Spelling and dictation** - Remember to try and use these words in sentences to show that you understand their meanings.

Week 1 -

unkind
unhappy
unlocked
uncertain
mislead
misbehave
misplace
disappear
dislike
dishonest

### 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.



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