

Weekly Overview of Learning

Year Group: 3 Week beginning: 06.05.24



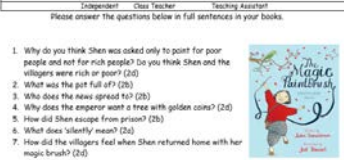

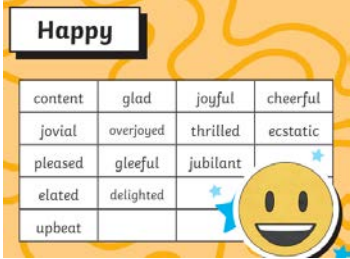
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English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	<u>BANK HOLIDAY</u>	<u>LI: We are learning to predict the contents about 'The Magic Paintbrush'</u>	<u>LI: We are learning to answer questions based on our text 'The Magic Paintbrush'.</u>	<u>LI: We are learning to sequence the story magic paintbrush</u>	<u>LI: We are learning to sequence the story magic paintbrush</u>
Speaking and Listening Focus		Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listening.	Independent learning Children will complete independent learning/writing tasks.	Independent learning. Children will complete independent learning/writing tasks.	Independent learning. Children will complete independent learning/writing tasks.
Key vocabulary and Key Blooms higher order thinking questions		<u>Key Vocabulary</u> Shen Magic paintbrush Predictions Blurb Inference Illustrations Characters <u>Key Questions</u> What do you think of the book? Who do you think are the main characters? Who do you think are the main characters from reading the blurb? What is happening in the background?	<u>Key Vocabulary</u> Shen Magic paintbrush Retrieval Blurb Inference Illustrations Characters <u>Key Questions</u> Who is Shen? Where is the story set? What did the old man give her? Did she use it? How did she use the paintbrush? Who wanted the brush and what for? How did she feel when the brush was taken?	<u>Key Vocabulary</u> Shen Magic paintbrush Emperor Dragon Sequencing Chronological order Time connectives <u>Key Questions</u> What does sequencing mean? What happens first? What happens in the middle? What happens at the end? With your partner can you retell the story using the words below?	<u>Key Vocabulary</u> Shen Magic paintbrush Emperor Dragon Sequencing Chronological order Time connectives <u>Key Questions</u> What does sequencing mean? What happens first? What happens in the middle? What happens at the end? With your partner can you retell the story using the words below? How can you uplevel? What other words can you use?

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Activities		<p>The children will be introduced to their new class text, 'The Magic Paintbrush'.</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>Children will recall their predictions from the last lesson and then they will read the story.</p> <p>The children will discuss what they see in the book and any new words that they may not know. They will recall how to answer comprehension questions and see a modelled example.</p> <p>The children will answer a range of comprehension questions based on the text, using the book to support them.</p> 	<p>The children in today's lesson will be sequencing the story, they will firstly retell the story using key pictures from the book to their partner.</p> <p>The children will then cut and stick pictures into their books, they will write a retell for each picture. The children will use fronted adverbials, time connectives and conjunctions to describe the story of 'magic paintbrush'</p> 	<p>In today's lesson the children will carry on with their sequencing and try to uplevel their work. The children will use fronted adverbials, time connectives and conjunctions to describe the story of 'magic paintbrush'</p>  <p>The children will replace any feeling words such as 'happy' with other words such as elated and cheerful.</p>
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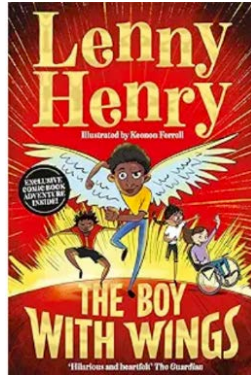
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Class Text – Reading Aloud
20 mins each day

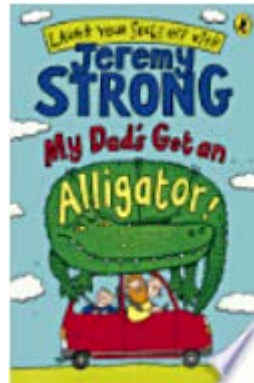
Topaz

TEXT – The Boy with Wings
Author – Lenny Henry



Sapphire

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



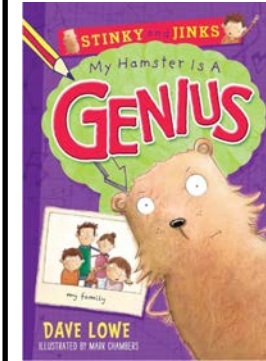
Turquoise

Text – The Danger Gang
Author - Tom Fletcher



Lapis

Text – My hamster is a genius
Author - Dave Lowe



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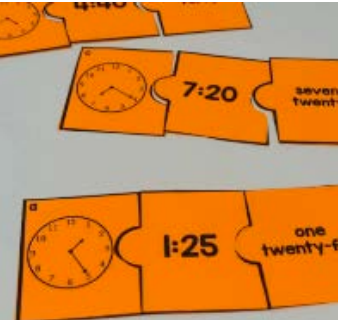
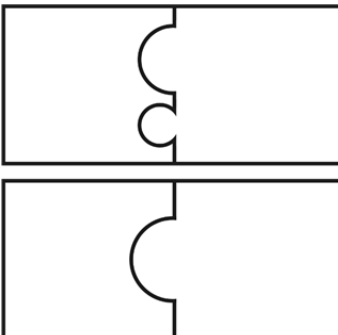

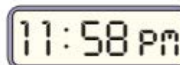

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	BANK HOLIDAY	<u>LT: We are learning to tell the time accurately to the minute.</u>	<u>LT: We are learning to tell the time to the minute (practical).</u>	<u>LT: We are learning how to tell time using digital clocks.</u>	<u>LT: To use AM and PM to describe the time of day.</u>
Key vocabulary and key questions		<p><u>Key vocabulary</u> Time Analogue Minute Past To Quarter Half Intervals 60 minutes = 1 hour</p> <p><u>Key questions</u> Which is the minute/hour hand?</p> <p>Would you say the time shown is "past the hour" or "to the hour"? Why?</p> <p>What do you add to _____ to reach 60?</p> <p>How many minutes is it past the hour/to the next hour?</p> <p>What method can you use to find the number of minutes past?</p>	<p><u>Key vocabulary</u> Time Analogue Minute Past To Quarter Half Intervals 60 minutes = 1 hour</p> <p><u>Key questions</u> Which is the minute/hour hand?</p> <p>Would you say the time shown is "past the hour" or "to the hour"? Why?</p> <p>What do you add to _____ to reach 60?</p> <p>How many minutes is it past the hour/to the next hour?</p> <p>What method can you use to find the number of minutes past?</p>	<p><u>Key vocabulary</u> Digital Time Same Different To Past Quarter Intervals Minute Hands Half past</p> <p><u>Key questions</u> Where have you seen a digital clock before? What is the same/different about analogue and digital clocks? How could you show the time on a digital clock? What do you add to _____ to make 60? Is the time past the hour or to the hour? How do you know when to describe a time as past or to the hour?</p>	<p><u>Key vocabulary</u> AM PM 24 Hours O'clock Quarter Past Half Past Quarter To Minute 60 minutes = 1 hour Intervals</p> <p><u>Key questions</u> What time does a new day start? What time of the day does _____ happen? Could take place at an am time and a pm time? Is am/pm earlier or later than am/pm? How do you know whether a time is in the morning or in the afternoon? What is the same/different about 6 am on an analogue clock and a digital clock?</p>

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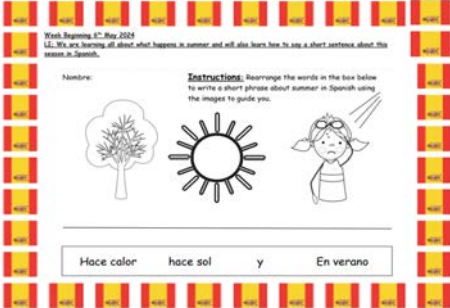

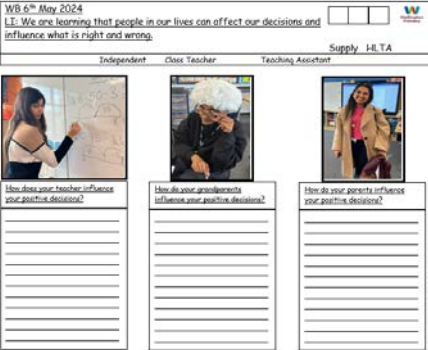


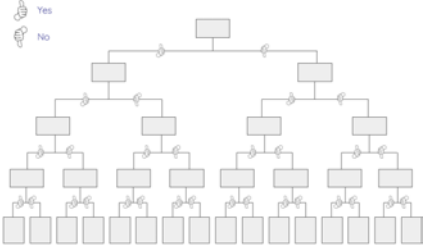
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Activities		<p>In this small step, children build on their previous learning to tell the time to the nearest minute.</p> <p>This is a good opportunity to reinforce the convention that if the minute hand is pointing before 6, we use the phrase "past the hour" and if it is pointing after 6, we use the phrase "to the hour". To find out how many minutes past/to the hour a time is, children should identify the 5-minute interval before, then count individual minutes after the multiple of 5. For example, to tell the time on an analogue clock showing 23 minutes past 4, children should recognise that this is $4 \times 5 = 20$, then $+ 3$.</p> <p>What time is shown on each clock?</p> <p>a)  <input type="text"/> minutes past 2</p> <p>b)  <input type="text"/> minutes past 2</p> <p>c)  <input type="text"/> minutes past</p> <p>d)  <input type="text"/> minutes past</p> <p>Complete the times to make the statements correct.</p> <p>a) 51 minutes past 1 = <input type="text"/> minutes to 2</p> <p>b) 51 minutes past 7 = <input type="text"/> minutes to <input type="text"/></p> <p>c) 34 minutes past <input type="text"/> = <input type="text"/> minutes to 8</p> <p>d) 44 minutes past 12 = <input type="text"/> minutes to <input type="text"/></p> <p>e) <input type="text"/> minutes past <input type="text"/> = 1 minute to 10</p>	<p>Today's learning will build on the children's understanding of analogue clocks and the time. The children will use a jigsaw template to merge different representations of time together.</p>  	<p>This small step is the first time that children are formally introduced to the 12-hour digital clock, but they may already have experience of this from outside school. Children continue to use the phrases "minutes past/ to" the hour to tell the time on a digital clock. This step is important because it highlights the convention that we say "20 minutes to 4" to describe the time displayed on a digital clock as "3:40", not "40 minutes past 3". This builds on the learning from the previous step where children converted times past the hour to times to the hour.</p> <p>What is the same about the clocks? What is different?</p>  <p>Complete the times shown on each clock.</p> <p><input type="text"/> 6:20 <input type="text"/> 6:23</p> <p>_____ minutes past 6 _____ minutes past _____</p> <p><input type="text"/> 3:40 <input type="text"/> 3:50</p> <p>_____ minutes past _____ _____ minutes past _____</p> <p>_____ minutes to _____ _____ minutes to _____</p> <p>Which is the best way to describe the time on each clock?</p>	<p>In this small step, children's understanding of time is developed further, as they are introduced to the terms "am" and "pm" to describe times before 12 noon and after 12 noon respectively. Notice that at 12 noon and 12 midnight, am and pm are not used. Discussing familiar daily activities, such as getting out of bed and going to bed, will help children to understand the concept. Support them to recognise that the 24 hours in a day are split into 12 hours before noon and 12 hours after noon. They will see that the difference between how times before and after noon are recorded is only shown by am and pm and otherwise the times look the same.</p> <p>Which is the latest time in each list?</p> <table border="1" data-bbox="1803 893 2184 1005"> <tr> <td>4:51 pm</td> <td>9:11 pm</td> <td>3:20 pm</td> <td>11:42 pm</td> </tr> <tr> <td>10:18 am</td> <td>11:33 am</td> <td>7:54 am</td> <td>9:10 am</td> </tr> <tr> <td>10:59 am</td> <td>6:30 pm</td> <td>3:32 pm</td> <td>8:14 am</td> </tr> </table> <p></p> <p>In 2 minutes, it will be 12:00 noon. </p> <p>Do you agree with Jack? Explain your answer.</p>	4:51 pm	9:11 pm	3:20 pm	11:42 pm	10:18 am	11:33 am	7:54 am	9:10 am	10:59 am	6:30 pm	3:32 pm	8:14 am
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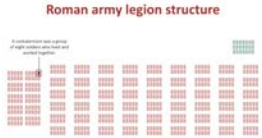
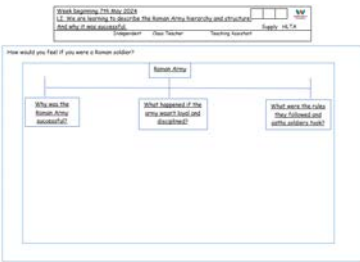
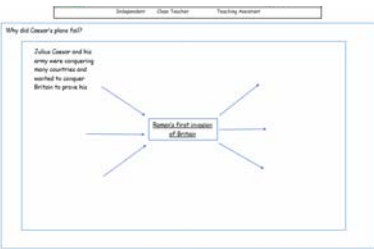
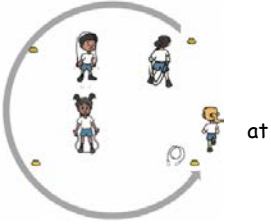
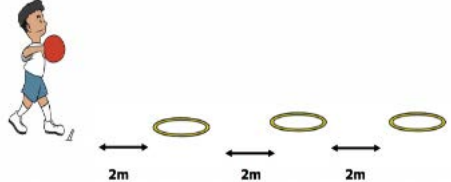
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Spanish - Language Angels	ART - Roman Art	RE
<p><u>Las Estaciones (Seasons)</u> <u>LI: We are learning to explore the features of summer and to construct basic sentences about this season in Spanish.</u></p> <p>The focus of this lesson is therefore 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><u>Unit - Roman Mosaics</u> <u>LI: We are learning about Roman mosaics and creating our own using coloured paper</u></p> <p>This week in our artwork we are learning to create our own mosaic art work by using coloured paper and tearing it off. This will develop our fine motor skill when using the technique of tearing.</p> 	<p><u>Our Religion, Why is it Important to Us?</u> <u>LI: We are learning that people in our lives can affect our decisions and influence what is right and wrong.</u></p> <p>This week the children will be analysing how the different adults around them can influence their decisions whether that be right or wrong.</p> 
PSHCE - Jigsaw	Music - Sing Up	Computing - Teach Computing
<p><u>Unit -Relationships</u> <u>LI:LI: We are learning to explain how actions and jobs of people around the world help and influence the lives we live.</u> <u>LI: We are learning to show an awareness of how other people's choices affect our own</u></p> <p>Using images, the children will consider these questions: Why is the job of this person important to our lives? How has their job impacted us in this country? How do you think the person's life in the picture is different to yours? What emotions do you feel towards this person? Are you happy, sad or worried?</p> 	<p><u>Unit Chilled Out Clap Rap</u> <u>LI: We are learning Chilled-out clap rap and performing dynamic changes.</u></p> <p>In this lesson the children will begin by learning the Chilled-out clap rap and explore hand clapping patterns. They will explore pace, pitch and rhythm in order to support their understanding of 'clap rap'.</p> 	<p><u>Unit 4 - Data and Information</u> <u>LI: We are learning to use a branching database.</u></p> <p>Learners will independently plan a branching database by creating a physical representation of one that will identify different types of dinosaur. They will continue to think about the attributes of objects to write questions with yes/no answers, which will enable them to separate a group of objects 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>Due to the bank holiday, the lesson will be the following week!</p> <div style="text-align: center;">  </div>	<p style="text-align: center;"><u>History - Roman Empire</u></p> <p><u>Lesson 1:</u> <u>LI: We are learning to describe the Roman Army hierarchy and structure, and why it was successful.</u></p> <div style="text-align: right;">  </div> <p>The children will recall what the Roman hierarchy was and its order. They will learn what the Army hierarchy looked like, and how they organised their soldiers effectively. They will discuss the roles, rules and oaths that the Roman Army took and why it made them successful. The children will complete a categorising frame about the Roman Army.</p> <div style="text-align: center;">  </div> <p><u>Lesson 2:</u> <u>LI: We are learning to explain the cause and effect of the first invasion of Britain.</u></p> <p>The children will discuss what cause and effect is, and what an invasion is. They will learn that Julius Caesar wanted to invade Britain but he was unsuccessful the first time and because he was unsuccessful, he tried again. The children will complete a cause and effect frame on why Caesar wanted to invade Britain and on how losing made him try again and succeed.</p> <div style="text-align: center;">  </div>	<p style="text-align: center;"><u>Unit</u></p> <p><u>Lesson 4:</u> <u>LI: To develop agility using a change of speed and direction.</u></p> <p>In groups of four with four cones and four skipping ropes. Pupils each stand at a cone. One pupil begins by jogging around the square, whilst the rest of the group skips inside their cone inside the square. When they get back to their start cone, the next pupil goes.</p> <div style="text-align: right;">  </div> <p><u>Lesson 4:</u> <u>LI: To develop throwing for distance and accuracy.</u></p> <p>In groups of three, pupils begin one behind the other. Set up three rows of cones (each row a different colour) at distances of 3m, 5m and 7m. Pupils take turns to chest push as far as they can.</p> <div style="text-align: right;">  </div>

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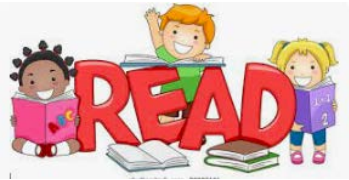
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Homework

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.

treasure
measure
pleasure
enclosure
closure
leisure
exposure
pressure
composure
disclosure

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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