

Weekly Overview of Learning






Year Group: Year 3 Week beginning: 9th December 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

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI: We are consolidating GPS through PIXL therapies. LAPIS and TOPAZ going to Stonehenge</u>	<u>LI: We are writing our own humorous poem on a character from Revolting Rhymes using key poem writing features.</u>	<u>LI: We are learning about adverts and drafting our own humorous advert for Cinderella.</u>	<u>LI: We are using digital literacy to create an advert for Cinderella.</u>	<u>LI: We are consolidating our learning of the a and an articles using PIXL Therapies.</u>
Speaking and Listening Focus	Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listening.	Language of deduction. 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...	Language of description It looks/feels/sounds/smells like... It appears to be... because... It seems to be... as... I think it looks like... due to... It reminds me of... because / therefore / meanwhile... Why? How? What? Tell Me About...	Language of description It looks/feels/sounds/smells like... It appears to be... because... It seems to be... as... I think it looks like... due to... It reminds me of... because / therefore / meanwhile... Why? How? What? Tell Me About...	Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listening.
Key vocabulary and Key Blooms higher order thinking questions	<u>Key Vocabulary</u> Recap Consolidation Understanding Therapies Misconceptions Gaps GPS Tenses Sentence structure <u>Key Questions</u> What misconceptions do you have about ____? How could your understanding be made better? What do you already know about ____? How can we fix these sentences to include the correct ____?	<u>Key Vocabulary:</u> Couplet Poetry Similes Consonances Theme Subject Character Description Personality <u>Key questions:</u> Why should you use couplet poetry to describe your character in your poem? Where can you use a consonance to add humour to your poem? How can you include vowel rhymes to emphasise humour? What key features must you ensure are used to write and add humour to your poem?	<u>Key Vocabulary:</u> Revolting Rhymes Cinderella Advert Poster Heading Key information Drafting <u>Key questions:</u> What are you creating your advert about? What is an advert? Where have you seen an advert before? What could we create an advert for?	<u>Key Vocabulary:</u> Revolting Rhymes Cinderella Advert Poster Heading Key information Drafting Editing <u>Key questions:</u> What are you creating your advert about? What is an advert? Where have you seen an advert before? What could we create an advert for?	<u>Key Vocabulary:</u> Recap Consolidation Understanding Therapies Misconceptions Gaps GPS Tenses Sentence structure <u>Key questions:</u> How could your understanding be made better? What do you already know about ____? How can we fix these sentences to include the correct ____?

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Activities					
<p>Activities</p>	<p>In this lesson the children will be consolidating prior learning of either: sentence structure, looking at main and subordinating clauses or correct and consistent use of tenses.</p> <p>The lesson is going to be class dependent and to be used to plug any gaps and/or misconceptions that the children have on either of these topics.</p> 	<p>In today's lesson the children will be writing their own humorous poem using the information that has been collected over this week. The children will get to share and write a poem with the class teacher together to understand how to write a poem.</p> 	<p>The children will be looking at different advert styles and looking at key features of an advert. The children will then draft their own advert into their book, writing down key features and making sure it is humorous as well!</p> 	<p>In today's lesson the children will edit their draft from yesterday, the children will then duplicate their draft onto busy things poster maker. The children will be able to use their ICT skills to add pictures and change font/size.</p> 	<p>To end the week off, the children will be learning about the 'a' and 'an' determiner and when they need to use it. The children will be shown a presentation, here they will learn the rule to use 'a' or 'an'. Once they have learnt the rule they will then complete a worksheet identify when to use 'a' or 'an'</p> 

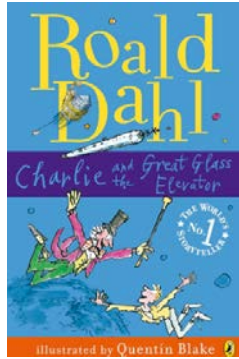
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**Class Text –
Reading
Aloud**
10-15 mins
each day

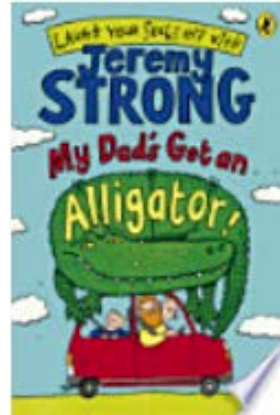
Topaz

TEXT –Charlie and the Great
Glass Elevator
Author – Roald Dahl



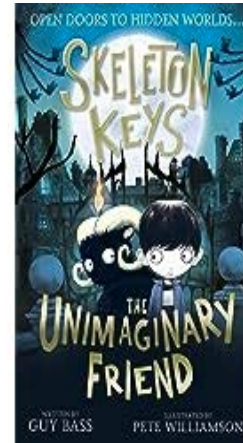
Sapphire

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



Turquoise

Text – Skeleton Keys
Author - Guy Bass



Lapis

Text – The disappearing moon
Author - Simon Bartram



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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are distinguishing our preferred method to answer mental and written questions. (Practical) pixl</u>	<u>LI: We are recapping how to multiply using equal groups</u>	<u>LI: We are consolidating our knowledge of arrays to multiply</u>	<u>LI: We are recapping our understanding of sharing and grouping.</u>	<u>LI: We are consolidating our knowledge division through grouping and sharing.</u>

Key vocabulary and key questions	Key Vocabulary: (lesson specific)	Key Vocabulary: (lesson specific)	Key Vocabulary: (lesson specific)	Key Vocabulary: (lesson specific)	Key Vocabulary: (lesson specific)
	<p>Subtract 10 100 Exchange Place value Column method Ones Tens Hundreds</p> <p>Key Questions: Do you need to make an exchange?</p> <p>How can you show an exchange using base 10 or place value counters?</p> <p>How can you show an exchange from the hundreds using the written method?</p> <p>How can you write this calculation using the formal written method?</p> <p>Have you put all the digits in the correct columns? Do you need to make an exchange?</p> <p>If you cannot exchange from the tens, what should you do? What could you write in the hundreds column if there are no hundreds?</p>	<p>group share repeat addition equal multiply array combine</p> <p>Key Questions: What does this array show?</p> <p>What number sentences can you write to describe this array?</p> <p>How does this array show repeated addition and multiplication?</p> <p>What happens if you change the order of the numbers in a multiplication?</p> <p>How can you show the groups?</p> <p>What is the same and what is different about the groups?</p> <p>How else can you show the equal groups?</p>	<p>group share repeat addition equal multiply array combine</p> <p>Key Questions: What does this array show?</p> <p>What number sentences can you write to describe this array?</p> <p>How does this array show repeated addition and multiplication?</p> <p>What happens if you change the order of the numbers in a multiplication?</p> <p>How can you show the groups?</p> <p>What is the same and what is different about the groups?</p> <p>How else can you show the equal groups?</p>	<p>difference equally grouped shared number pattern within together</p> <p>Key Questions: How can you share into equal groups?</p> <p>How can you put the number of into equal groups of ?</p> <p>What is the difference between sharing and grouping?</p> <p>Is the question asking you to share or group? How do you know?</p> <p>What does your answer mean?</p>	<p>difference equally grouped shared number pattern divide inverse</p> <p>Key Questions: How can you share into equal groups? How can you put them into equal groups of_?</p> <p>What is the difference between sharing and grouping?</p> <p>Is this question asking you to share them or group them? How do you know?</p> <p>How can you show that dividing by_ is the same as dividing by_ and then by_ again?</p> <p>What does your answer represent?</p>

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	<p>In this lesson, children will have the opportunity to cover any misconception when choosing a strategy to answer questions both mentally and written.</p> <p>To help understand the concept of place value, exchanging as well as addition and subtraction, children will be immersed in carousel activities. These tasks require students to use their prior knowledge and different strategies like the column or number line method to answer an array of different questions.</p>	<p>In Year 2, children recognised, made and added equal groups. This small step revisits and consolidates this learning in order to prepare children for the next steps. It is important that children understand the word "equal" and the use of stem sentences can support this. Concrete resources and images can be used to support understanding when explaining the link between repeated addition and multiplication. Ensure children are exposed to examples where groups are equal but look different, such as a series of objects that are spaced differently. The examples included in this small step refer only to the times-table facts that children will have learned in Year 2</p>	<p>In this small step, children build and use arrays to enhance their knowledge of the link between repeated addition and multiplication and to explore commutativity. For example, they recognise that 3 lots of 5 is equal to 5 lots of 3</p> <p>The use of arrays will be built on in future steps to help children complete multiplications. When teaching multiplication, the multiplication symbol and language such as "lots of" and "groups of" should be used interchangeably to support children's understanding.</p>	<p>In Year 2, children experienced division as both sharing and grouping. For example, they shared 10 counters equally into 2 groups, but also grouped 10 counters into 2s. In this step, children revisit and consolidate their understanding of these key skills.</p> <p>Children identify whether the question involves sharing or grouping and use appropriate concrete manipulatives or pictorial representations to support their understanding.</p>	<p>From previous steps, children should be confident with the understanding of division as sharing and grouping. In this small step, they apply this knowledge and explore dividing through sharing into equal groups and grouping into different values. . Children identify whether the question involves sharing or grouping and use appropriate concrete manipulatives or pictorial representations to support their understanding. Encourage children to explain what their answer represents to support understanding of the differences between sharing and grouping</p>
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<p><u>XMAS factor practice</u></p>	<p><u>Stonehenge trip- Lapis and Topaz</u></p>	<p><u>Computing - Teach Computing</u></p>															
<p>The children will be practicing their x-mas songs from around the world, this will be part of their music lesson this week.</p> 	<p>Discover the story of Stonehenge: the stones, the landscape, the people and its meaning, through a powerful combination of cutting-edge audio-visual experiences and incredible ancient objects. The exhibition contains nearly 300 archaeological objects, finds from Stonehenge and other nearby monuments, now displayed on site for the first time.</p> 	<p style="text-align: center;">Unit 2 - Animations</p> <p><u>LI: We are learning to review and improve an animation.</u></p> <p>Last lesson, learners created their own stop frame animations. This lesson, they will evaluate their animations and try to improve them by creating a brand-new animation based on their feedback.</p> <p>Evaluation sheet</p> <p>Evaluate your own animation by answering the questions below using <input checked="" type="checkbox"/> <input type="checkbox"/>. Then, ask another learner to answer the same questions about your animation.</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">learner</th> <th style="text-align: center;">Me</th> <th style="text-align: center;">Another</th> </tr> </thead> <tbody> <tr> <td>Did the animation follow the storyboard?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Did the iPad or background move?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Did the animation run smoothly?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Were there any hands or unwanted objects showing?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	learner	Me	Another	Did the animation follow the storyboard?	<input type="checkbox"/>	<input type="checkbox"/>	Did the iPad or background move?	<input type="checkbox"/>	<input type="checkbox"/>	Did the animation run smoothly?	<input type="checkbox"/>	<input type="checkbox"/>	Were there any hands or unwanted objects showing?	<input type="checkbox"/>	<input type="checkbox"/>
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<p><u>Spanish - Language Angels</u></p>	<p><u>Stonehenge trip- Lapis and Topaz</u></p>	<p><u>PSHCE - Jigsaw</u></p>															

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Los Animales

LI: We are learning the determiner un and una

We are learning the determiner un and una in Spanish and which animals use un and una. The children will complete a worksheet where they have to identify the correct determiner

Nombre: _____

INSTRUCTIONS: Place the animals into the correct column. Use the pictures and the word bank to help you.

un		una	
un _____		un _____	
un _____		un _____	
un _____		un _____	
un _____		un _____	

un caballo una oveja un ratón un conejo un cerdo
una vaca un pato un mono un pájaro un león

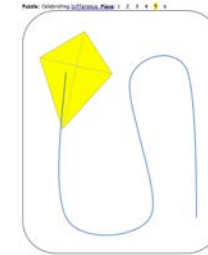
Discover the story of Stonehenge: the stones, the landscape, the people and its meaning, through a powerful combination of cutting-edge audio-visual experiences and incredible ancient objects. The exhibition contains nearly 300 archaeological objects, finds from Stonehenge and other nearby monuments, now displayed on site for the first time.



LI: We are learning to understand how to give and receive compliments and know how this feels.

Key vocab: compliment, kindness, give, receive

In this week's lesson the children will be celebrating their differences by providing one another with a compliment kite. This will show the children that they all have special and unique aspects about themselves!



Science - Cornerstones

Topic

PE - Get Set 4 PE

Unit 2 - Forces and Magnets (carry over due to Pantomime)

Lesson 1

LI: We are learning to investigate and compare a range of magnets and explain that magnets have two poles (north and south) and that opposite poles attract each other, while like poles repel each other.

Skill: to make increasingly careful observations, identifying similarities, differences and changes and making simple connections.



Ask children to share experiences or knowledge about magnetism, including magnetic toys or household items. Provide pairs of children with two bar magnets, then ask them to complete the tests in the presentation.

Lesson 2

LI: We are learning that there are different types of magnets including bar magnets, horseshoe magnets and floating magnets.

The children read through their investigation. The children will have five numbered magnets they will test and then they will make their predictions, ranking them from weakest to strongest, based on the magnets' characteristics.

The children will write the findings in next week's lesson.

Magnetic strength – investigation 2

- Equipment**
- five different magnets (numbered 1-5)
 - pot of paperclips

Method

1. Choose the magnet numbered 1.
2. Drop the magnet into a pot of paperclips and gently shake the pot.
3. Carefully remove the magnet from the pot and count how many paperclips were attracted to the magnet.
4. Record the result.
5. Repeat for the other four magnets.



Lesson 1

LI:

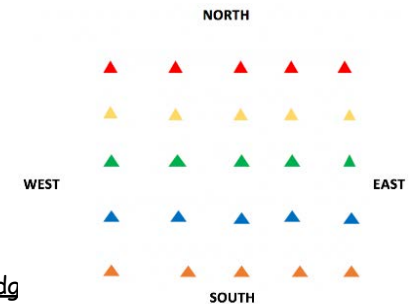
Lesson 2

LI:

Unit 3 - OAA

LI: To draw a route using directions, orientate a map and navigate around a grid.

Create a grid of coloured cones as shown below. Leave spaces of approx. 4m between the cones. Split pupils into groups of three and ask them to stand anywhere around the outside of the grid.



Unit 4 - Dodg

LI: To apply skills and knowledge to compete in a tournament.

Pupils will be competing in a dodgeball tournament (a competition involving more than two teams). Teams will be praised for winning, their display of working collaboratively as a team (teamwork), confidence to achieve their best as well as honesty, fair play, attitude and behaviour towards the opposition.

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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

1. During the **experiment** the flame seemed to **disappear** and was **difficult** to see.
2. Who do you think are **important** people in **history**?
3. If you close your **eyes**, you can **imagine** being in the jungle.
4. It was a bad **experience** when she had an **accident**.
5. He **accidentally** spilled his drink on the table.
6. His **interest** in sport made him want to become a reporter.

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: