

Weekly Learning Overview Y3		
Subject	In school learning	Remote learning
English	<p><b><u>Writing</u></b>            This week we will begin a three week-long focus on the book <i>Heart and the Bottle</i> by Oliver Jeffers.</p> <p>You can read along with the book here;  <a href="https://www.youtube.com/watch?v=piRPnKhdWpU">https://www.youtube.com/watch?v=piRPnKhdWpU</a></p> <p>The sequence of lessons being covered this week is;</p> <ol style="list-style-type: none"> <li>1. Developing inference about a story through its setting.</li> <li>2. To know the alternative pronunciations for the grapheme "ear".</li> <li>3. Understanding that adding prefixes to the beginning of a root word can change its meaning.</li> <li>4. To use synonyms to describe different strengths of emotion.</li> </ol>	<ol style="list-style-type: none"> <li>1. Using the image from the text (uploaded to the class webpage), children will use the "talk to the hand" question prompter (also uploaded to the class webpage) to come up with questions to ask about the opening setting of the story e.g. e.g. Why is the chair empty? Who does the chair belong to?</li> <li>2. Children will use the venn diagram (uploaded to webpage) in order to sort the bank of words (included below the venn diagram) into groups; Words that contain "ear", include the "ar" sound (as in car) and words that apply to both (put inside the bottle).</li> <li>3. Reread the book, this time finishing on the line: "Feeling unsure, the girl thought the best thing was to put her heart in a safe place. Just for the time being." Ask the children to identify the word that means the opposite of certain. Highlight the word. Explain that adding un to a word changes its meaning (prefix). Ask children if they already know any other un words. Also show children the prefixes dis and mis. Model matching the prefixes un, dis and mis to some root words, e.g. known, kind, trust, fit.</li> <li>4. Discuss with your child a range of different words for happy and sad e.g. elated, delighted, pleased, gloomy miserable and depressed. Can you plot these words in order from weakest to strongest in terms of the power of the emotion?</li> </ol>

	<p><b><u>Reading</u></b> At school, children will be participating in their group reading session, once a week. On days where they are not group reading, they will be answering comprehension questions from a text that they are given.</p>	<ul style="list-style-type: none"> <li>• I have attached the reading comprehension sheet that your child/ren would have been accessing, had they been in school. The third page contains a set of questions that they can try and answer about the text.</li> <li>• Use the book that they have received from school and ask them questions from the question bank located at the back of the book.</li> </ul>
	<p><b><u>Handwriting</u></b> Children will complete a small handwriting task on a morning from the Nelson Handwriting scheme.</p>	<ul style="list-style-type: none"> <li>• The PDF of the handwriting scheme task has been added to the Year 3 webpage on the school website (<a href="http://www.newhartley.northumberland.sch.uk/webpage/year_3/422154">http://www.newhartley.northumberland.sch.uk/webpage/year_3/422154</a>)</li> </ul>
	<p><b><u>Spelling</u></b> We will be learning about the "ly" suffix and the spelling rules regarding adding "ly". This week we will focus on when the root word ends in "ic" and "al" e.g. basic and actual.</p>	<ul style="list-style-type: none"> <li>• The list of the spellings for this week has been added to the Year 3 page of the school website (link shown above).</li> </ul>
<b>Maths</b>	<p>This week, we will be continuing addition and subtraction.</p> <p>We will be looking at adding and subtracting 2-digit numbers and/from 3-digit numbers. This time, there will be ones and tens to add rather than previously there just being tens or ones e.g. <math>132 + 22</math> (beginning columnar method). Depending on our understanding of this, by the end of the week, we will be moving on to adding 2 digit and 3 digit numbers, where an exchange is needed e.g. <math>132 + 29</math>.</p>	<ul style="list-style-type: none"> <li>• A link to White Rose catch up videos has been provided here - <a href="https://whiterosemaths.com/homelearning/year-3/week-7-number-addition-subtraction-2/">https://whiterosemaths.com/homelearning/year-3/week-7-number-addition-subtraction-2/</a> . Your child/ren can watch the videos and complete the corresponding worksheet.</li> <li>• The worksheets that children will be completing, during the week, have been added as downloadable PDF files under the Resources For Remote Learning section. There are two of these worksheets.</li> </ul>
<b>Science</b>	<p>In Science this week, we will be continuing our forces topic. This week, we will be looking at how friction can affect how fast or slow the object can move across a surface.</p>	<ul style="list-style-type: none"> <li>• The "knowledge mats" that we use as a school to influence our planning and teaching has been provided as a PDF file on the class webpage.</li> <li>• I have uploaded a PowerPoint detailing the way in which you can conduct the investigation at home.</li> </ul>

<b>Computing</b>		
<b>Geography</b>	We will be continuing our study of Europe by comparing the similarities and differences between the UK and some European cities based on their human and physical geography.	<ul style="list-style-type: none"> <li>I have uploaded a Top Trumps card game about European cities. Can you compare them with England?</li> </ul>
<b>History</b>		
<b>PSHE</b>		
<b>PE</b>	The children will be completing multi skills activities, delivered by Jess, our NUFC coach with the aim of improving our communication skills and our hand eye coordination.	<p>Can children choose two or three of the challenges included on the Youth Sport Trust webpage and complete these at home?</p> <p><a href="https://www.youthsporttrust.org/60-second-physical-activity-challenges">https://www.youthsporttrust.org/60-second-physical-activity-challenges</a></p>
<b>Music</b>		
<b>RE</b>	This week in RE we will be looking at Advent and how some Christians will "give up" something during this time.	Have a discussion with your child/ren about what advent means to them and your family. What normally happens during this time (preparations for Christmas, advent calendars etc. Can you persuade your child to give up something for Advent?
<b>DT</b>		
<b>Art</b>	Use colours and shapes to create a desired effect. Select and arrange materials for striking effect. (Stonehenge silhouettes)	<a href="https://www.stnicolastaplow.com/art-stonehenge-silhouette-final-photos-now-added/">https://www.stnicolastaplow.com/art-stonehenge-silhouette-final-photos-now-added/</a>
<b>French</b>	Know a range of words and phrases in French. Practise numbers 1-12. Introduction to colours.	<p><a href="https://www.french-games.net/frenchtopics">https://www.french-games.net/frenchtopics</a> numbers</p> <p><a href="https://www.youtube.com/watch?v=acvUtipaC5Y">https://www.youtube.com/watch?v=acvUtipaC5Y</a> (colours)</p> <p><a href="https://www.youtube.com/watch?v=fZR66TjjrDc">https://www.youtube.com/watch?v=fZR66TjjrDc</a> (colours)</p>