



## Weekly Learning Overview

Year 3 Weekly Learning Overview w.b 21.06.21 Summer 2

Please do email me with any questions or queries you may have during remote learning/isolation. [lyndsay.gates@newhartley.northumberland.sch.uk](mailto:lyndsay.gates@newhartley.northumberland.sch.uk)

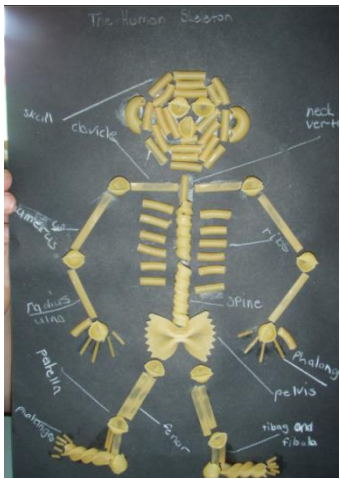
[nick.benefield@newhartley.northumberland.sch.uk](mailto:nick.benefield@newhartley.northumberland.sch.uk)

Mrs Gates and Mrs Benefield ☺

Subject	In school learning	Remote learning
English	<p>Children will discover a range of 'Flotsam' items (that have appeared in the classroom). One item is a camera that contains mysterious photographs that the children must investigate. These photos come from the book Flotsam by David Wiesner. Children go on to read and reflect on the book, making predictions and retelling orally.</p> <p><u>Making predictions:</u> Children 'discover' a set of objects on their tables (preferably hidden in a treasure chest). Children to sort the objects into the following four categories: treasure, creature, picture, nature canister, amber, oyster, water, diver, furniture, feather, saucer, tape-measure, ruler, Shared Writing: Model using these sentences to write a description of the flotsam found, e.g. The treasure I have found is the canister, but as yet I don't know what is hidden inside.</p> <p><u>Infer meaning using illustrations:</u></p>	<p>Watch story: <a href="#">Flotsam by David Wiesner (Wordless picture book) (ASMR) (waves) - Bing video</a></p> <p>Using a dictionary, look up the word Flotsam. What does this mean? Have you ever found strange items washed up at the beach? How do you think they ended up there?</p> <p>Explore the book up until the camera is washed up on the shore – what do you think this story is going to be about? What might the boy do with the camera? What will he see?</p> <p>Explore images from Flotsam in attachments and consider: What do you know? What do you think you know? What do you want to know? E.g. I know that there are different types of fish in this photo, because they are different sizes and shapes. I think I know that some of the fish are real and some are not, because one fish seems to run by clockwork. I want to know where this photo was taken, so I can find out more about the clockwork fish.</p> <p>Children explore a range of books that they can find in the house. How do they</p>

	<p>Children explore given images from the book and consider: What do you know? What do you think you know? What do you want to know? <b>Shared Writing:</b> I know that there are different types of fish in this photo, because they are different sizes and shapes. I think I know that some of the fish are real and some are not, because one fish seems to run by clockwork. I want to know where this photo was taken, so I can find out more about the clockwork fish. Model explicitly using conjunctions to extend thinking, e.g. <b>so, because, therefore</b></p> <p><b>To identify features of a genre:</b> Give children, in small groups, a selection of books (or books covers). These could be both known and unknown. Have sorting hoops available and ask children to label them as fantasy and realistic. Some children may wish to create a middle 'venn' of books that have elements of both. Children then sort the books into each genre, justifying on each occasion why they should be there. Give children a selection of statements, e.g.: set somewhere magical or set somewhere familiar Ask children to sort the statements into the correct hoops, adding their own, when completed.</p> <p><b>Spellings</b> –al suffix. –ure</p>	<p>look similar/different? Can children identify the difference between grown ups books and those meant for children? Look specifically at children's books –, with support, discuss fantasy and realistic. Children explore covers, images and clues which may tell them that the story is a fantasy story or a realistic story. Do children know any examples of fantasy stories? Do they enjoy this genre?</p> <p>Children use their understanding of fantasy genres to design their own book cover for their own fantasy book. Children choose their own titles and images based on the inspiration from their own book collections.</p>
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	<p>ending also explored in Literacy work.</p> <p><b>Handwriting:</b> continue to focus on descenders – y and will begin to look at ascenders – d, h</p>	
Maths	<p><u>Measurement:</u> <u>Time...continued</u></p> <p>Go over Friday's Big Maths questions and answers.</p> <p><b>Recap</b> – Digital time. Children read digital time and can understand the link to analogue. Children match written, digital and analogue times.</p> <p><b>Move on to:</b></p> <ul style="list-style-type: none"> <li>- 24 hour clock, converting between analogue and 24 digital time.</li> <li>- Children create their own timeline to represent part of their day. Labelled using 24 clock times.</li> </ul>	<p><b>Digital Time</b> <a href="#">Sum3.5.2 - Using am and pm on Vimeo</a></p> <p><b>24 Hour Clock</b> <a href="#">Sum3.5.3 - 24-hour clock activity on Vimeo</a></p> <p>Please see supporting worksheets uploaded to our remote learning class page.</p>
Science	<p><b>Science</b></p> <p>Children will learn and use the scientific names for the</p>	<p>Do you have the book 'Funnybones' at home? This provides a lovely starting</p>

	<p>main bones in the human body and explain how the skeleton protects, supports and helps the body to move as well as sorting animals based on their skeletons.</p> <p><u>Naming bones:</u> Children complete scientific naming of bones worksheet with clues/wordbank.</p>	<p>point to discuss human skeletons and bones.</p> <ul style="list-style-type: none"> <li>- What do children already know about bones/the human skeleton?</li> <li>- Can they name any bones? Do they know any common bone names or scientific bone names?</li> <li>- Children complete skeleton labelling activity using given word bank.</li> <li>- Practical alternative: Children create a skeleton picture using spaghetti and label this using either common bones names (thigh bone etc) or scientific names.</li> </ul> 
Computing	<p>This lesson will introduce learners to extension blocks in Scratch using the Pen extension. Children will use the pen down block to draw lines, building on the movement they created for their sprite in Lesson 2.</p>	<p>Children to access Scratch via their School 360 account (resources, computing, Scratch). Use powerpoint and videos attached to remote learning tab to guide activities.</p>

	<p>Children will then decide how to set up their project every time it is run.</p> <p>Learning objectives</p> <p>To adapt a program to a new context:</p> <ul style="list-style-type: none"> <li>• I can use a programming extension</li> <li>• I can consider the real world when making design choices</li> <li>• I can choose blocks to set up my program</li> </ul>	
History	<p>We will look at some of the Greek myths and legends. We will look at the Theseus and the Minotaur story in particular as it give lots of general information about Ancient Greece in the process.</p> <p>We will discuss and examine the story and then rewrite it using storyboarding.</p>	<p>Can you find out about Theseus and the Minotaur story?</p> <p>There are some versions on You tube – including a very funny one using Lego!</p> <p>You could rewrite the story – include lots of great illustrations please!</p>
Geography		
PSHE	<p><b>PSCHE – Gender stereotyping</b></p> <p>Children explore popular gender stereotypes and use</p>	<p>Can you draw a picture of the following people:</p> <ul style="list-style-type: none"> <li>- Nurse</li> <li>- Doctor</li> <li>- Firefighter</li> </ul>

	<p>discussion cards to form their own justified opinions with a partner. Class discussion, practise talk partner skills.</p>	<ul style="list-style-type: none"> <li>- Scientist</li> <li>- Hairdresser</li> </ul> <p>Did you draw a man or a woman? Does it matter? Can a man or woman have their choice of any job? Why do you think you drew a man/woman? What career would you like when you leave education? Use the discussion cards to discuss true/false scenarios, justifying your reasoning.</p> <p>Access the book 'Julian is a Mermaid' using this link:</p> <p>Many of the spreads are wordless. Ask students to describe what is happening on the spreads. What clues do you get from the illustrations as to what is happening and how that makes the characters feel? Examine the spread where Juliàn's abuela comes out of the bath and sees him dressed as a mermaid. How do you think the characters are feeling at that moment? How can you tell? How does the story surprise you or subvert expectations after this point?</p>
PE	<p><b>Dance - NUFC</b></p> <p>Children will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p>	<p>Use the Calm Cards to practise calming breathing techniques and yoga poses. These help to regulate 'big' emotions such as angry, excited, nervous, sad and bring us back to calm.</p>

Music	<p>We will look at Peter and the Wolf again this week.</p> <p>The children will each use an unturned musical instrument and try to make music that will describe an animal's movement. For example they could use a small drum to describe a lion moving stealthily catching prey.</p>	<p>Peter and the Wolf is on You Tube</p> <p><a href="https://www.youtube.com/watch?v=Va8Uz6MoKLg">https://www.youtube.com/watch?v=Va8Uz6MoKLg</a></p> <p>Perhaps you could watch how the animals move to this music.</p>
RE	<p>Last week we made our own Yads for pointing at the Torah.</p> <p>We will write some instructions about how these were made.</p>	<p>Could you tell an adult what a Yad is? Then you could write about how we made them in class. What did we use, how did we make them etc.</p>
DT	<p>We will look at where food comes from and how food miles work. We will look at lots of food labels and identify their origin. We will discuss why it might be important to buy ingredients locally and what ingredients you cannot get in the local area.</p>	<p>Have a look at the food in your cupboard. Where do you think it come from? Can you find the label that tells you where it come from?</p>
Art		
French (KS2 only)	<p>Children will listen to and read days of the week in French. They will begin to practise reciting the days of the week in French, using a song. Children will be</p>	<p>See powerpoint attached to remote learning tab, with songs included.</p>

	challenged throughout the week to read the written day of the week in our date, and to pronounce this in French.	
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