

Weekly Overview Year Group: 3 Week beginning: 22nd January 2024.

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Alexandra
Primary School

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English:	English - Historical stories (The Egyptian Cinderella- Shirley Climo)			
Monday	Tuesday	Wednesday	Thursday	Friday
LI: To make connections to a text	LI: To identify context clues	LI: To compose a historical narrative (cold write)	LI: To retrieve information from a text to answer questions	LI: To summarise a text (text map)
Key Vocabulary: vocabulary, compare, experiences, clues, connections, existing knowledge, predict Key Questions: What does 'connections' mean? How do our observations help us make connections? How does our prior knowledge about topics help us? In what way do the connections we make help us pose questions about a text and make predictions?	Key Vocabulary: vocabulary, definition, inference, clues, connections, existing knowledge, deduce Key Questions: • What does 'historical setting' mean? • What clues might tell us that something happened in the past? • How can we use our prior knowledge to identify when (in history) something happened?	Key Vocabulary: structure, introduction, build up, problem, resolution ending, link, pattern, boxing up. Key Questions: What are the main parts of a story? What information do we expect to find in each section of a story? What is the story pattern for 'The Egyptian Cinderella'?	Key Vocabulary: inference, prior knowledge, meaning, intent, opinion, thoughts Key Questions: • What does inference mean? • What strategies do we use, when we infer? • How can we use words and phrases from a text to answer questions about our own opinions?	Key Vocabulary: events, skim, retrieve, orders, connections, importance, summarise. Key Questions: • What does summarise mean? • What skills do we use when we summarise? • When summarising a story, why is chronological order important? • When we summarise, do we need to include superfluous information?
Starter On screen, Children see the image from the cover of their new class text, 'The Egyptian Cinderella' (without the title of the book being revealed) Children play 'I think, I see, I imagine...' and feedback their ideas to the class. Watch me/ help me/ show me: Reveal the name of the book and explore the word 'Cinderella'. Using our 'text to text' connections, what sort of story do we think this might be? What genre might it fit into? How do we know? The teacher will model using reading strategy 1, and prior knowledge, to make connections to self, other texts previously read and the world around us. Children then apply this to the blurb of the book.	Starter True or false- Children look at a picture on the screen and use clues within the picture to decide if it is a picture in ancient Egypt or not. Big Picture: Teacher to introduce the new unit to the children and share the skills and outcomes we will be working towards, over the next few weeks. Q: What clues might tell us that something happened in the past? Teacher to note ideas down on the IWB. Watch me/ help me/ show me: The teacher and children explore the images on the screen and use their prior knowledge and context clues to identify when the images are set. Challenge: Find the anachronisms hidden within each picture.	Starter: Show children images from Ancient Egypt. With their partner, label as many things as they can. After children feedback their ideas, reveal the correct names of the objects and what they were used for. Add these to the 'working wall' along with the vocabulary generated in our previous unit on Egyptian themed narrative poetry. Watch me: Introduce the topic to the children and explain that, by the end of the unit, we will have used the features of historical fiction (identified in 'The Egyptian Cinderella') to write their own Egyptian Story. Today, we will give this a go. Help me: KQ: What makes a good story? Recap previous learning about the structure of stories, the sort of language that is used to engage the reader and develop characters and plot. Together, look at the plot of other traditional tales that could be adapted for the purpose e.g. <i>Jack and the beanstalk</i> or <i>Sleeping Beauty</i> . Show me: Introduce the children to their characters (on screen). Children select names for their characters from a bank of	Starter Odd one out: Children look at reading strategies on the screen that are used when inferring. They must select the odd one out (the strategy that is not used when inferring). Watch me/ help me/ show me: Teacher reminds the class of what inference is and that today, they will be 'reading detectives', finding evidence/ clues in the text to write their answers. Teacher models doing this, using the success criteria and children have a go, before doing their main activity.	Starter With a familiar story (The day the Crayons quit). Children put the pictures in order to retell the story. Explain to children that by putting the pictures in order, they have essentially created a story map for a story with a historical setting. Today they will be doing that for 'The Egyptian Cinderella'. Watch me: Share the story of 'Egyptian Discovery' with the children. Model highlighting the main events in the text and numbering them. Help me/ show me: draw an appropriate image for the first event in the story, followed by an arrow. Children help complete the story map by suggesting images for each event on their whiteboards and showing.

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		appropriate male and female ancient Egyptian names.		
<p>Main task: Class to take turns reading the book (led by the teacher). Children complete the 'making connections' worksheet, as they read through 'The Egyptian Cinderella', summarising the connections they make.</p> <p>Challenge: In what way is this story similar/ different to other traditional tales/ historical texts you have read?</p>	<p>Main task: Children work in groups of 3 to explore the images in their pack, depicting life in Ancient Egypt. They need to annotate any context clues they observe (clothes, buildings, food, inventions etc.) and use the iPads to fact check and procure accurate historical terminology.</p> <p>Then complete the recording table with bullet points based on evidence acquired from the images.</p>	<p>Main Task: Children use the information given, the pictures and the word banks to complete their task. This is a cold write and will be completed on blue paper. From this task, teachers will set the targets for the rest of the unit.</p> <p><i>Children write the setting for a story set in Ancient Egypt. It can be a historical tale adapted for the setting e.g. Seti and the magic sheaf (instead of Jack and the beanstalk) or Anat and the six servants (instead of Snow white and the seven dwarves)</i></p>	<p>Main task: Using the text, children use the inference skills developed in today's lesson to answer the questions.</p> <p>Extension: Following answering the questions, children return to yesterday's lesson and add any other connections they have made (with purple pen).</p>	<p>Main task: Children work in pairs to draw a story map of the main events in 'The Egyptian Cinderella', using arrows to demonstrate the order.</p> <p>*Teacher to support the focus group in doing this, using the <i>inprint</i> version of the story.</p> <p>Mini Plenary: Children feedback their ideas to class and the teacher draws a shared story map to add to the working wall.</p> <p>Challenge: What linking language could be placed on the arrows to help the reader have clarity about the order of events and the relationship between events?</p>

This week's reading focus: Reading Strategy 2- Making Predictions


<u>Monday</u> To identify key information in a text	<u>Tuesday</u> To identify the causal links between events in a text	<u>Wednesday</u> To form questions about a text	<u>Thursday</u> To use details in a text to form predictions/ speculations	<u>Friday</u> To select appropriate evidence from a text to justify predictions
Children have a text that they search for key information. The important parts that must be picked out before understanding can occur, are highlighted. Play a game of essential or unessential.	Play a game of Cause and Effect - children describe/match the effect to the cause and vice versa. Then children look for the key events in a story excerpt and search for their causes.	Children look at a picture from a text that is unfamiliar. They devise questions about it. This is repeated with an excerpt from an unfamiliar text.	Children investigate a question about the class as a prediction e.g. we predict that the most popular pet in class is... They then make predictions about the picture and excerpt from yesterday's lesson, using clues from the text to aid them.	Children answer comprehension questions that involve predicting. They must focus on explaining their answer, using evidence to do so.

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Handwriting	Spelling and dictation	Vocabulary	
To form and join the letters: R, F, U	To spell the plural form of a noun by modifying the singular form of the noun with a suffix	Word aware:	
<p><u>Watch me:</u> practise forming repeated patterns that develop the hand motion needed for this formation.</p>  <p>Children copy this in the form of a repeating pattern of joined vertical and horizontal strokes- (a tracing option provided for those who need it).</p> <p><u>Help me/ Show me:</u></p> <p>We will then learn how to form groups of letters, requiring this join, The teacher will model this, and children will trace/ copy: fu, wu, vu</p> <p><u>Main task:</u> Children practise this formation in the context of the following words:</p> <p>fun, full, careful, carefully, helpful, wonderful, funny, sauna, vulture</p>	<p>addresses, answers, appears, arrives, businesses, centuries, possesses, groups, babies, monkeys</p> <p>1. Write this week's spelling words into the diary</p> <p>2. Find out what the words mean and use the knowledge to complete the activity sheet:</p>	M	valley
		T	sphinx
		W	desert
		Th	pyramid
		F	hieroglyph

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To investigate problems involving scaling	LI: To work systematically to find all possible combinations	LI: To apply our knowledge of written multiplication and division (Mini Assessment – Multiplication & Division)	LI: To identify coins and to revise counting in pence	LI: To identify notes and to revise counting in pounds
Key vocabulary and key questions	<p>Key Vocabulary: scaling, twice as much, half as much, 3 times as much, 'times as many' etc</p> <p>Key Questions: What does this bar model represent? What is the value of the counters? How do you know? How will you work out the total?</p>	<p>Key Vocabulary: systematically, combination, correspondence</p> <p>Key Questions: How do you know you have found all of the ways? Would making a table help? Without listing, can you tell me how many possibilities there would be if...?</p>	<p>Key Vocabulary: Divide, multiply, exchange, inverse</p> <p>Key Questions: What information do we have? Need? How can I estimate? Have I demonstrated all of the ways I know to multiply and divide? How can I check?</p>	<p>Key Vocabulary: coin, value, penny, pence, pounds, represent, notes</p> <p>Key Questions: What is different about the coins you have counted? Is the group with the most coins always the biggest amount? What do you notice about the totals? Are silver coins always worth more than copper coins? How many different ways can you think of to count the coins? Which is the quickest way?</p>	<p>Key Vocabulary: coin, value, penny, pence, pounds, represent, notes</p> <p>Key Questions: Do the notes have a greater value than the coins? Which is the hardest to count? Which is the easiest? Why? What do you notice about the amounts? Does it matter which side the equals sign is? Can you find the total in a different way?</p>
Introduction and learning	<p>Starter: Recap addition calculations</p> <p>Ping Pong 1: Times tables recap based on '...groups of...'. Practise answering questions that use the vocabulary 'times as many'.</p> <p>Ping Pong 2: Use of bar models to represent and solve scaling problems.</p> <p>Ping Pong 3: Multi-step scaling problems with clues and different small steps.</p>	<p>Starter: Bonds to and within 100, mentally</p> <p>Ping Pong 1: list systematically the possible combinations resulting from two groups of objects.</p> <p>Ping Pong 2: use some practical equipment to ensure children take a systematic approach to each problem.</p> <p>Ping Pong 3: Children will be encouraged to calculate the total number of ways without listing all the possibilities. E.g. Each t-shirt can be matched with 4 pairs of trousers so altogether $3 \times 4 = 12$ outfits.</p>	<p>Starter: Representations of different multiplications and division matching.</p> <p>Ping Pong 1: What do we remember from this unit?</p> <p>Ping Pong 2: Recap: What are the steps to problem solving?</p> <p>Ping Pong 3: Recap any methods that can be used.</p>	<p>Starter: knowledge organiser for money needed (with gaps to show knowledge)</p> <p>KWL style</p> <p>Ping Pong 1: Recognition of coins.</p> <p>Ping Pong 2: Counting efficiently in different coins.</p> <p>Ping Pong 3: Problem solving and reasoning questions.</p>	<p>Starter:</p> <p>Ping Pong 1: recognition of pound coins and notes</p> <p>Ping Pong 2: Counting efficiently in pounds and hundreds.</p> <p>Ping Pong 3: Problem solving and reasoning questions.</p>

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<p>Activities and application of learning</p>	<p>Main Task: Scaling activities independently.</p> <p>Challenge: Solving then writing their own multi-step problem.</p> <p>Support: use of cubes and times tables</p> <p>Plenary: Mark and address misconceptions.</p>	<p>Main Task: Children complete a large problem in mixed ability groups, linked to the Egyptian topic.</p> <p>Challenge: Lead the groups and solve the more complex sections of the problem. Think about how they could adapt a similar question themselves.</p> <p>Support: Child support and resources such as cubes to help. Illustrations as well.</p> <p>Plenary: Present their work to the class with explanations from talking stems to help.</p>	<p>Main Task: Poster like a middle page spread. We will mark the work together, picking up on any remaining gaps or misconceptions as we do so.</p> <p>Challenge: More elaborate explanations and reasoning.</p> <p>Support: More explicit headings for their demonstrations and use of resources as required. Step-by-step style.</p> <p>Plenary: KWL style-about next unit (money).</p>	<p>Main Task: Children will complete the questions about identifying the value of coins and counting in pence.</p> <p>Challenge: Investigative question regarding coins.</p> <p>Support: tangible coins and representations.</p> <p>Plenary: Coin recognition game e.g. bingo.</p>	<p>Main Task: Children will complete the questions about identifying the value of coins and notes counting in pounds.</p> <p>Challenge: Investigative question regarding pounds and notes..</p> <p>Support: tangible coins and notes and representations.</p> <p>Plenary: Coin and note recognition and counting game.</p>
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Spanish	Computing	Topic- History	PE
LI: To review that names of 10 animals in Spanish Children will recap the names of the 10 animals we have learnt so far. They will practice using these names in oral and written contexts.	LI: To choose appropriate page settings Children will learn what a template is, and why it is useful. They will then look at several examples of magazine covers and templates, before creating their own template. Children will also practice key vocabulary such as 'landscape' and 'portrait' to describe their work.	<u>LI: To find out about everyday life in the time studied</u> (social hierarchy, housing and jobs) <u>Starter:</u> <i>Explain that in Egyptian Society there was a class system (meaning some people were considered more important than others).</i> Children will think about the different groups of people in Egyptian society and rank them in terms of importance (their opinion) and place them onto the hierarchy pyramid. <u>Watch me:</u> Explain the correct hierarchy of Egyptian society, the different roles each of the classes played and what their life may have been like: <ul style="list-style-type: none">• education• homes• status/ wealth• jobs <u>Help me:</u> Children to match the cards (the roles with the job description) <u>Show me:</u> Read the text together and extract the information to answer the questions in their books. <u>Main Task:</u> Carousel activity- Children explore the various aspects of Egyptian life for different groups of people: <ol style="list-style-type: none">1. Using the information given, design a menu for the Pharaoh (listing all ingredients).2. Answer the comprehension questions about building techniques used in Ancient Egypt and draw a labelled diagram of an Ancient Egyptian house.3. Find out about the jobs on screen and create a job advert for one of them, describing the tasks expected for the role and the pay. <u>Extension:</u> <u>For homework, write a biography of an Egyptian Pharaoh.</u>	Invasion Games - Basketball <u>L.I: To develop the bounce and chest pass and begin to recognise when to use them.</u> Warm Up: 'green light' children begin jogging around the teaching space. When the teacher says 'red light' they must stop in a controlled way. Repeat the game changing the movement action to skipping, hopping jumping etc. Main Learning: Chest pass: Tell the children the main type of pass in basketball is the 'chest pass'. Called the chest pass because the pass comes from the chest and is sent to the receiver's chest. Model how to pass and receive the ball. Bounce pass: Teach the children a bounce pass and give them time to practise this skill. <i>When might they might use this type of pass?</i> 2v2 possession game: In their groups of four children play two against two. Teams have to make three passes to score one point. Once three consecutive passes have been made, the ball is placed on the floor and the conceding team begins play. If the ball goes out of the playing area or is intercepted, the other team gain possession of the ball. Cool down: Question the children on the teaching points for each pass. <i>Did you use different types of passes in the game and why they used a particular pass e.g. if a defender has arms up in front of you, you may want to use a bounce pass?</i> Ask the pupils to highlight pupils in their game who played to the rules. <i>Can they give an example of what they did?</i> Dance – Egyptian Dance (Dance Energy) <u>LI: To select and link appropriate actions and dynamics to show our dance idea.</u> Warm Up: Show children the video resource 'Watch Out!' and discuss what would happen if a river floods. How would this affect the type of actions that the children would choose? Main Learning: 8 counts of a calm river: children work in groups of four and draw on ideas from the previous two lessons to create actions that represent a calm working river. Can they create 8 counts that represent a calm,
	Music		
	Ukulele with Hounslow Music Service <u>LI: To practise the songs I have learnt on the ukulele.</u> Children will be giving the opportunity to practise playing a range of songs they have learnt so far this half term using the ukulele developing their fluency, control and accuracy.		

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			<p>busy and working river perform it four times through totalling 32 counts.</p> <p>Flooding/Raging River: As a group can they create 8-24 counts that shows their raging/flooding river. Ask them to discuss if their river will flood/rage part by part or all at once, will it flood slowly eventually coming to a stop or will it rage? What actions could they do to show this? Creating the dance: In their groups of four: a Working clam working river, 8 counts of actions repeated four times. b flooding/raging, 8-24 counts.</p> <p>Cool down - Select two groups to perform at a time. Discuss the qualities of a good performance. <i>How were you able to see that the river was flooding? What actions did the groups use for this? In your group, who made you feel included and why? How does it make you feel if your ideas are not considered?</i></p>
Art	Science	PSHCE	R.E
<p>LI: To explore different techniques for block printing.</p> <p>LI: To design a printing block inspired by the work of notable artists</p> <p>Starter: Look at the following patterns shown on screen- How do you think they were produced.</p> <p>Watch me: Model to children how block printing has been used throughout history to create repeated patterns. Explain that in our unit, we will be using block printing to design and create a cartouche.</p> <p>Help me: After watching the videos, identify the different mediums used to block print. Show me: Identify the different techniques for creating 'relief' on the printing block and the effect these give.</p> <p>Main task 1 (knowledge): Using the information gained in the lesson, children answer the questions about block printing.</p> <p>Main task 2 (skill): Children experiment in their sketch book with the different mediums and techniques for block printing introduced in the lesson, making choices for their own work.</p>	<p><u>LI: To compare and group materials</u></p> <p>Children will review what they know about forces so far. They will then learn what a magnet is, and its key properties. Children will then further explore these key properties through sorting magnetic from non-magnetic materials.</p>	<p><u>LI: To enjoy facing new learning challenges and working out best ways for me to achieve them</u></p> <p>Starter – Children will be given a piece of a picture. <i>Can you find the other three people whose pieces make up the rest of their picture/puzzle?</i></p> <p>Input - <i>How many garden decorations can you see?</i></p> <p>In your teams, the scribe writes down any items they see that are decorations for the garden, e.g. lanterns, decorated pots, gnomes, painted stones, 'bug sticks.' <i>Which team will spot the most?</i></p> <p>Main Task – For the next three weeks, we are going to be designing a garden for people who face a particular challenge.</p> <p><i>Can the children think of some examples?</i></p> <p>The task involves:</p> <ul style="list-style-type: none"> Working as a team Choosing who the garden is for Designing the garden Make a poster showing the design Plan an 'opening event' for the garden opening 	<p>LI: To be able to explain the meaning of a miracle.</p> <p>Children will explore the story of Jesus and the paralysed man. They will consider the similarities and differences between this story and the one discussed the previous lessons. Children will then discuss and share their ideas about what makes something a miracle or not.</p>

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Homework

Homework is set on a Tuesday and uploaded to Google Classroom and the APS website. It is expected to be returned by the following Monday.

History: Write a biography of an Egyptian Pharaoh.

Reading. Read for at least 20 minutes every day. Record what you have read in your Pupil Planner reading log.

Doodle. Complete Maths, Times-Tables, English and Spelling activities so that you stay in the Green zone.

Times Tables Rockstars: Complete your Soundchecks and activities to earn points for your class.

Rock Stars Battle of Year 3: There is one battle a week. The battles start Tuesdays 4pm and finish the following Monday at 6pm.