

Weekly Overview Year Group: 3 Week beginning: 15th January 2024.



Alexandra
Primary School

Aspire, Perform, Succeed

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English:	English-Narrative Poetry (Melvin the Mummy)			
Monday	Tuesday	Wednesday	Thursday	Friday
LI: To identify the structure of a narrative poem	LI: To explore rhyme and its impact on the reader (shared plan)	LI: To explore and use stylistic features (shared write)	LI: To discuss and record ideas (Hot Write Plan)	LI: To compose a text using appropriate style and structure (Hot write)
<p>Key Vocabulary: structure, lines, verse, syllables, poetic devices, stylistic features, innovate</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What does the structure of the model poem look like? What poetic devices does the poet use? Is there a rhyme scheme? If so, what is it? What is the rhythm of the poem? How many syllables are there in each line? What language and structural features should we 'magpie' for our new poem? 	<p>Key Vocabulary: rhyme, phonics, homophone, rhyme scheme</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What types of poems use rhyme? Would it be appropriate for rhyme to be used for all topics e.g. war poetry? What is the rhyming scheme in our model text? What is the difficulty in trying to make poems rhyme? 	<p>Key Vocabulary: Subject, object, verb, active, passive, punctuation, dialect, tense.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What are the components of a simple sentence? In maths, $3x2=6$ and $2x3=6$, in English, can we do something similar with sentences? What is the impact on a sentence, if the word order is changed? How do we make sure that sentences still make sense, when we change the word order? 	<p>Key Vocabulary: syllables, lines, purpose, rhyme, rhythm, pattern, theme, topic, style</p> <p>Key Questions:</p> <ul style="list-style-type: none"> How are narrative poems structured? What is the rhyme scheme of a narrative poem (based on our model text)? Using what we know, from the poems we have read, what sort of a template should we use to draft our own narrative poem? Why might we need to edit and change the word order of certain lines? 	<p>Key Vocabulary: syllables, lines, purpose, rhyme, rhythm, pattern, theme, topic, style</p> <p>Key Questions:</p> <ul style="list-style-type: none"> How are narrative poems structured? What is the rhyme scheme of a narrative poem (based on our model text)? Using what we know, from the poems we have read, what sort of a template should we use to draft our own narrative poem? Why might we need to edit and change the word order of certain lines?
<p>Starter: True or false? Children read the statements about narrative poetry on the screen and discuss with their partner, to what degree they are true</p> <p>Watch me: Explain to the children that this week, we will be planning and composing our own narrative poems, using the structure of 'Melvin the Mummy' to organise our writing.</p> <p>To do this we will need to create a poetry toolkit, so that we emulate the structure and features of the model text.</p> <p>Help me: Remind children that the purpose of a narrative poem is to tell a story.</p> <p>KQ: What is the structure of a story? Reveal story mountain to help activate children's prior knowledge and prompt discussion.</p> <p>Help me: Using 'Melvin the Mummy' identify and</p>	<p>Starter Children read the words on the board and match the rhyming pairs words and phrases)</p> <p>Watch me: Model how in 'Melvin the Mummy' has the rhyming scheme; AABB</p> <p>Help me: Create a bank of 5 rhyming words/phrases for the word shown on-screen.</p> <p>Show me: Insert an appropriate rhyming word to the blank spaces, to complete the narrative poem on screen.</p>	<p>Starter On screen, show the children various versions of the same sentence. <i>What do you notice?</i></p> <p>Watch me/ Looking at the poem written about the 3 little pigs, point out that the way some of the sentences have been structured are not 'everyday' speech patterns.</p> <p>KQ: Why did the poet make the choice to use this particular sentence structure? (it is easier to make rhyme happen, when sentences can be structured in different ways and when words can be substituted with synonyms.</p> <p>Help me/ show me: Show me how the following 'stylistic features could be included: alliteration adjectives</p>	<p>Starter: Show children a picture of a pharaoh on screen What is his name? Could it follow the style of 'Melvin the Mummy' to be alliterative to Pharaoh?</p> <p>Watch me: Explain to the children that today they will be planning their own narrative poem, based on the pharaoh that we have just met in the 'starter' activity. The title of the poem will be the name they have given the character e.g. <i>Philip the Pharaoh/ Phoebe the Pharaoh.</i></p> <p>KQ: What prior learning have we developed in this unit that we will need to use in this task?</p> <p>Help me Look at the storyboard about the pharaoh- what is happening?</p>	<p>Starter Odd one out: read the features on the board. <i>Which feature does not belong in this type of poetry?</i></p> <p>Watch me: Model to the class, how to write a verse of a narrative poem, using a plan from yesterday's lesson.</p> <p>KQ: What do we know about Egypt/ Pharaohs?</p> <p>Help me: Write the next verse- how can we use syllables and knowledge of rhyme to ensure we meet our purpose?</p> <p>Show me: Children show an appropriate end word for line 4 on their whiteboard.</p>

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<p>label the Title and how the verses correspond with the main parts of a story (beginning, build-up, problem, resolution and ending).</p> <p>Show me: Together, explore these other aspects of structure.</p> <p><i>How many lines are in each verse?</i> <i>Is there a syllabic pattern?</i> <i>Which lines rhyme with each other?</i></p>			<p>What are the main parts of the story? (Remind children that the purpose of this text type is to tell a story).</p> <p>Show me: Label the objects in the storyboard. What words can we generate to rhyme with these labels?</p>	
<p>Main task 1: Children annotate the model text 'Melvin the Mummy', with the structural features we have identified</p> <p>Main task 2: <i>KQ: Using what we know, from the poems we have read, what sort of a template should we use to plan a narrative poem?</i> With the class teacher, children create an appropriate writing frame to plan our own narrative poems this week.</p>	<p>Main task 1: Children create their own bank of rhyming words for the Egyptian words in the grid- Explain that this will be used by them this week when we write our class shared poem and our own, independent poem.</p> <p>Main task 2: Using the sequence of pictures on screen, the rhyming bank composed in this lesson and yesterday's poetry frame. Discuss ideas to plan our class shared poem to be written tomorrow.</p>	<p>Main task: Children and the teacher work together to use the rhyme bank and frames from yesterday's lesson to compose a shared poem about the sequence of pictures we explored in yesterday's lesson, when we planned our poem.</p>	<p>Main task: Using the ideas discussed in the lesson, the rhyme banks, storyboard and the writing frame produced earlier in the week, children plan their own narrative poem.</p>	<p>Main task: Using their plans and all of the information compiled this week, children will write their own narrative poem. Using the checklist of features on the board, children make sure that they include as many as appropriate.</p> <p>Extension: Children recite their poem to their partner, ensuring that the rhythm is accurate and that their lines make sense (are linked to the given theme). Use a purple pen to edit as necessary.</p>

This week's reading focus: **Reading strategy 1– Making Connections**

Monday To activate prior knowledge about text	Tuesday To appraise/ review a text	Wednesday To compare and evaluate texts	Thursday To identify the purpose of a text	Friday To identify the context of a text (social, moral, cultural and historical)
<p>Input: Using the skills developed in today's English lesson, <i>recap the 3 types of connections that good readers make to a text, to activate prior knowledge</i> and introduce this week's reading strategy.</p> <p>Main task: Children will then make connections to the cover of 'Secrets of Tutankhamun', drawing on their contextual knowledge of Egypt, linked to the images. Children will then record their ideas around images of the book cover.</p>	<p>Input: Children read the text 'Isis and Osiris', and identify the genre. <i>Using their knowledge from their topic lessons, English lessons and the work they have done already</i> on 'making connections' children identify the purpose and genre of the text.</p> <p>Main task: In pairs, children write a review of the text, using their connections and the sentence stems to scaffold their opinions.</p>	<p>Input: Read children 'The Serporad' and establish the genre. Using their 'text to text' connections, identify any other texts they have read that are of a similar subject/ genre. Point out that both today's text and the text studied yesterday are narrative texts about mythical/ celestial Ancient Egyptian creatures. <i>KQ: How are they similar/ different?</i></p> <p>Main task: Children read 'The Serporad' and 'Isis and Osiris' again. They compare and evaluate the texts by using the 'features' checklist and then rate each text out of 5.</p>	<p>Input: First, get children to match the text types to their purpose to <i>activate prior learning</i>. Together, read the text 'How to mummify', and discuss the purpose. <i>*Link to the previous text term on instructional writing, making text-to-text and text-to-self connections.</i> <i>KQ: What other connections can we make?</i> We might not have partaken in mummifying someone ourselves but we may have contextual knowledge from tv shows or museum visits.</p> <p>Main task: Re-read the text and identify how the</p>	<p>Input: <i>KQ: What was life like in Ancient Egypt?</i> How do we know? KQ: If a future historian was looking at our lifetime, what aspects of our day-to-day lives would help them find an answer to their questions? Establish that these are social, moral and cultural, and that these same aspects can help us connect to texts from the past, applying our text-to-self connections:</p> <ul style="list-style-type: none"> • food • clothes • housing • jobs

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			language and organisational features help the author meet the purpose of the text (to instruct).	<ul style="list-style-type: none"> • belief/ values systems • technology • societal structure <p>Main task: Read through the extract from 'Secrets of a Sun King' and use the key to identify and text-mark context information.</p>
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Handwriting	Spelling and dictation	Vocabulary	
LI: To form and join the letters: R, E	LI: To explore words where the /u/ sound is spelled 'ou'	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: <i>re, oe, fe</i></p> <p><u>Main task:</u> Children practise this formation in the context of the following words: <i>ready, are, toe, stream, care, bare, fear, dream, Zoe</i></p>	<p><i>young, touch, double, trouble, country, county, couple, cousin, enough, encourage</i></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	sarcophagus
		T	scarab
		W	temple
		Th	tomb
		F	Nile

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday										
	L.I: To multiply 2-digits by 1-digit		L.I: To divide 2-digits by 1-digit		L.I: To divide 2-digits by 1-digit (with remainders)										
Key vocabulary and key questions	<p>Key Vocabulary: tens, ones, partitioning, repeated addition</p> <p>Key Questions: -How does multiplication link to addition? -How does partitioning help you to multiply 2-digits by a 1-digit number? -How does the written method match the concrete representation?</p>		<p>Key Vocabulary: partition, represent, equal, place value, divisor, dividend, quotient</p> <p>Key Questions: -What could we use to represent this number? -How many equal groups will I need? -How many rows will my place value chart have? -How does this link to the number I am dividing by?</p>		<p>Key Vocabulary: divisor, dividend, quotient, partition, exchange, equal groups, multiples, remainder, left over</p> <p>Key Questions: -What happens if a number is not divided into equally? -How do we represent anything left over?</p>										
Introduction and learning	<p>Children continue to develop their use of the grid method to solve multiplication of 2 digit-numbers.</p> <div><table><tr><td>x</td><td>30</td><td>5</td></tr><tr><td>7</td><td>210</td><td>35</td></tr></table><p>210 + 35 = 245</p><div><div>Extension/HA</div><table><tr><td>10</td><td>100</td><td>80</td></tr><tr><td>3</td><td>30</td><td>24</td></tr></table></div><div><div>support</div><div><div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div></div><p>5 + 5 + 5 = 15 3 + 3 + 3 + 3 + 3 = 15 5 x 3 = 15 3 x 5 = 15</p></div></div></div>		x	30	5	7	210	35	10	100	80	3	30	24	<p>Starter: Flash Back 5</p> <p>Ping Pong 1: Focus on grouping using concrete resources</p> <div><div>Division as 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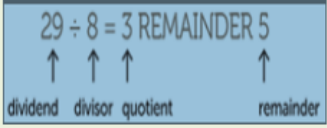
Weekly Overview Year Group: 3 Week beginning: 15th January 2024.



Alexandra
Primary School

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			$28 \div 4 = 7$ $28 = 7 \times 4$ $28 = 4 \times 7$ $4 = 28 \div 7$ $7 = 28 \div 4$	<p>Show children how to complete the written method and show remainders with the letter 'r'. It is important to show the children the correct terminology regarding division.</p> 
Activities and application of learning	<p>Main Task: multiplication of 2 and 1-digit numbers. Estimate, solve and check using written methods (grid), not forgetting mental and other methods to check accuracy.</p> <p>Challenge: 2-digit numbers x 2-digit numbers</p> <p>Support: Resources Base 10 and counters - concrete or illustrations.</p> <p>Plenary: Apply to real-life situations and worded problems.</p>	<p>Main Task: children use grouping techniques to solve division problems and represent them.</p> <p>Challenge: problem solving using grouping</p> <p>Support: Use of concrete resources e.g. cubes, counters and/or illustrations.</p> <p>Plenary: True or false</p>	<p>Main Task: children use arrays and grouping techniques to solve division problems and represent them.</p> <p>Challenge: problem solving using arrays</p> <p>Support: Use of concrete resources e.g. cubes, counters and/or illustrations.</p> <p>Plenary: Worded problem</p>	<p>Main Task: children use above methods to find remainders after division</p> <p>Challenge: remainder worded problems</p> <p>Support: Use of concrete resources e.g. cubes, counters and/or illustrations.</p> <p>Plenary: Spot the mistake</p>

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Spanish	Music	Topic- History	PE
<p>LI: To name 5 more animals in Spanish</p> <p>Children will recap the 5 animals learnt the previous lesson. They will then learn the names of 5 more animals in Spanish, and practice using this new vocabulary orally and through writing in a variety of different scenarios.</p>	<p>Ukulele with Hounslow Music Service</p> <p><u>LI: To practise the songs I have learnt on the ukulele.</u></p> <p>Children will be giving the opportunity to practise playing a range of songs from the previous lesson using the ukulele developing their accuracy, fluency and control.</p>	<p><u>LI: To place times, events and periods on a timeline.</u></p> <p>Starter: On a blank timeline, have children identify where previous learning fits: -The Great Fire of London -Stone Age -Bronze Age -Iron Age Watch me: Remind children that chronology is an important aspect of history as it helps us order the events from the past, in a way that everyone understands them. KQ: What do the terms BC and AD mean? Add on to the timeline, the period of Ancient Egypt. Explain how historians have agreed upon these dates. Point out that the Ancient Egyptian period was hundreds of years and for that reason, is split into sub-sections due to each having their own features/ achievements. Help me: Using the dates, put the periods of Ancient Egypt into chronological order. Show me: Using the dates and labels, order the Kings and Pharaohs chronologically and place them onto the timeline. Main task: Children use the information to complete their timeline. Children then add additional information such as: <ul style="list-style-type: none"> • dates of the pyramids • invention of papyrus • lifespan of significant pharaohs Challenge: Children use the information covered in the lesson to answer the questions about key events from the Ancient Egyptian period.</p>	<p>Invasion Games - Basketball L.I: To use protective dribbling against an opponent. Warm Up: Double dribble: A player cannot travel with the ball without dribbling it A player cannot dribble the ball, catch it with two hands and then dribble it again. Travelling: A player cannot dribble with the ball with two hands at the same time Stop and go: In a space, ask them to jog around the area moving into spaces and avoiding others. When the teacher calls stop, they must stop as quickly as possible in a controlled position. On the teachers command 'go' they begin to move again. Change the travelling action to skipping, hopping, jumping etc. Main Learning: Can't touch this: In pairs with one ball between them. One pupil dribbles the ball on the spot and tries to protect the ball for 30 seconds by using protective dribbling. The defender scores a point each time they touch the ball. If they gain possession of the ball, they give it back to their partner and play continues. After both pupils have had a go ask them to reflect and talk about their performance. Basketball line ball: In groups of six, pupils play three against three. One team scores on one line (or end zone) and the opposition Skill Development 5 minutes score on the opposite line (or end zone). To score teams must place the ball down in their scoring area. Once a point has been scored the conceding team gains possession of the ball. Cool down: Question the pupils on how they protected the ball. When would you use protective dribbling in a game and why? In the three against three game, did anyone use protective dribbling effectively? Who, when? When did they decide to use a V dribble instead of a protective dribble and why? Ask the pupils to recognise pupils in their game who played fairly and praise these pupils.</p> <p>Dance – Egyptian Dance (Dance Energy) LI: To create actions to moved in contact with a partner or interact with a partner</p>
	<p>Computing</p>		
	<p><u>LI: To recognise that text and layout can be edited</u></p> <p>Children will learn about the basic tools of desktop publishing and practice using them. They will practice changing the size, colour and type of font, as well as practicing finding and using basic punctuation.</p>		

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			<p>Warm Up: Recap on the movements of the river from last week. Gliding, turning, and jumping.</p> <p>Main Learning: Adapting river actions to include a partner: With their partner, pupils to explore actions to create river like movements in contact with or interacting with each other. Explain to the children that the actions they create may be done: In contact with each other, where children move but whilst in physical contact with their partner. Interacting with each other, where one action has an effect on another action.</p> <p>Developing a phrase: Using their partner actions, pupils to create 8 counts of pushing and pulling actions, and 8 counts spinning and turning actions. Can they complete each of their 8 counts four times equalling a total of 64 counts - 32 for pushing/pulling and 32 for spinning/turning.</p> <p>Creating the dance: an 8 counts of pushing and pulling actions. Repeat four times. b 8 counts of spinning and turning actions. Repeat four times.</p> <p>Cool down - Performing the dance:</p> <p><i>Did the pair you observed expressed the idea of a river? Why / how? Were they able to move in contact with their partner? What did you like about the performance you watched? From the feedback you received, what could you do to improve your performance?</i></p>
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Art	Science	PSHCE	R.E
<p><u>LI: To use sketchbooks to collect visual information from different sources and to record experimentations</u></p> <p><u>LI: To make thoughtful observations and select ideas to use in independent work.</u></p> <p><u>Starter:</u> Show children a cartouche, on screen. Children work with their partner to decipher the hieroglyphics before the time limit.</p> <p><u>Watch me:</u> Explain that all throughout history, artists have taken inspiration from nature, their own lives and from the work of others.</p> <p><u>Mini task:</u> Match the artist to the style of art and their contemporaries.</p> <p>Explain that today, we will be exploring the hieroglyphics and cartouches of Ancient Egypt, with a view to get inspiration for our own work. Model doing this by referencing the style of mark making that was used, as well as the colours and symbols.</p> <p><u>Help me:</u> choose the ideal cartouche frame for our own work.</p> <p><u>Show me:</u> what equipment might we use to replicate the style of the Ancient Egyptian hieroglyphics and cartouches.</p> <p><u>Main task:</u> Children choose a cartouche to replicate in their sketchbooks, considering carefully the colours that need to be used, in order for it to be authentic.</p> <p><u>Extension:</u> Identify aspects that we might 'adopt' for our own project.</p>	<p>LI: to compare how things move on different surfaces.</p> <p>Children will be introduced to the idea of friction, and discuss how things move differently on different surfaces. Children will then conduct a mini investigation, observing how the same object moves on different surfaces and sharing their findings.</p>	<p><u>LI: To identify a dream/ambition that is important to me.</u></p> <p><u>Starter</u> – The class will watch the video of 'Me ...Jane', by Patrick McDonnell. This is a perfect example of how dream and goals can come true and become real.</p> <p><u>Input</u> -</p> <p><u>Main Task</u> – Take a flower template.</p> <p><i>What does a flower template have to do with dreams and goals?</i></p> <p><i>Today, you are going to be</i> thinking about your own dreams and goals.</p> <p>Draw/write your dreams on the petals of your flower.</p> <p>In the centre of the flower, draw a picture of yourself.</p> <p>Draw out that plants grow from tiny seeds, so we can imagine that our dreams and goals are seeds that we can plant now and watch them grow into the future.</p>	<p>LI: To explore the meaning of the word miracle.</p> <p>Children will explore the story of Jesus and the blind man. They will share their ideas and discuss the miracle that occurs in the tale. They will then consider if medicine and healing today can be considered a miracle, and who is responsible for healing the sick.</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.

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.