

Weekly Overview Year Group: 3 Week beginning: 08th January 2024



Alexandra
Primary School

Aspire, Perform, Succeed

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English- Narrative Poetry (Egyptian context- Melvin the Mummy)				
Monday	Tuesday	Wednesday	Thursday	Friday
LI: To explore the themes and conventions of a text	LI: To recite a poem LI: To identify the key information in a text	LI: To summarise a text (text map)	LI: To compose a narrative poem (cold write)	LI: To identify the language features of narrative poem
<p><u>Key Vocabulary:</u> narrative, recount, events, characters, sequence, order, rhyme, adjectives, structure, context, connections</p> <p><u>Key Questions:</u> What is the poem about? What prior knowledge do we have about the context and themes of the poem? How can we use our prior knowledge to help us to make connections? How can we use our previous learning to help us with today's task?</p>	<p><u>Key Vocabulary:</u> Narrative, events, nouns, order, recall, recite, actions, images, intonation, volume, audience.</p> <p><u>Key Questions:</u> What is the purpose of a narrative poem? How do we identify the key information in a text What makes a good poetry recital? How can voice and intonation be used to emphasise certain aspects of a poem e.g. rhyme and rhythm? How could actions be used to make a poetry recital even more engaging? How can images help us internalise the key points in a text.</p>	<p><u>Key Vocabulary:</u> narrative, recount, events, characters, sequence, order, rhyme, adjectives, structure</p> <p><u>Key Questions:</u> What is the poem about? What prior knowledge do we have about the context and themes of the poem? How can we use our prior knowledge to help us to make connections? How can we use our previous learning to help us with today's task?</p>	<p><u>Key Vocabulary:</u> narrative, recount, events, characters, sequence, order, rhyme, adjectives, structure</p> <p><u>Key Questions:</u> What is the poet trying to achieve? How many different types of poems can you recall? What do writers focus on when recounting a narrative? What language do writers use when describing? How can we use our previous learning to help us with today's task?</p>	<p><u>Key Vocabulary:</u> nouns, metaphors, personification, rhyme, rhythm, adverbs, alliteration, linking language</p> <p><u>Key Questions:</u> How many poetic features can you recall? Which features contribute to language and which contribute to structure? Why is it not always appropriate to include certain features (such as rhyme)? How do the features used by poets link to the purpose and target audience?</p>
<p><u>Starter:</u> Explain to children that in this unit we will be exploring narrative poetry. Reveal the title of the poem we will be using for the model text, with some letters omitted. Using clues given by the teacher, children activate their prior knowledge to <i>infer</i> the title (<i>*link to this week's reading strategy using the anchor chart</i>).</p> <p><u>Watch me:</u> Introduce the children to the model text for this poetry unit (Melvin the Mummy) and explain that a narrative poem is a poem which tells a story. Unlike an actual story however, a narrative poem is structured as a poem with verses rather than paragraphs. Read through the poem together and then, using the first verse, the teacher will model making connections.</p>	<p><u>Starter:</u> Children will read the model text (Melvin and the Mummy) again and decide if the statements on the board are true or false</p> <p><u>Watch me:</u> Explain that because Melvin the Mummy is a narrative poem, the characters, settings (nouns) and actions/ events (verbs) are very important aspects. Recap what nouns and verbs are.</p> <p><u>Mini task:</u> sort the words into the correct category</p> <p><u>Help me:</u> Together, identify these parts of speech in the model text and underline them in two colours.</p> <p><u>Show me:</u> Look closely at the verbs as a</p>	<p><u>Starter</u> Recall the actions we identified to 'perform' the model text (Melvin the Mummy). As a class, everyone reads and performs the poem together with actions (internalisation)</p> <p><u>Watch me:</u> Explain that in today's lesson, we are going to summarise our model text so that we remember the key information.</p> <p>What skills will we use? Help me: Read the statements on the board together. Order them to show the sequence of events from the poem. Show me: The pictures of the events are jumbled up and one is missing. Put them in the correct border and then, add the missing one back in.</p>	<p><u>Starter:</u> Generate as many words as you can to label and describe the images (a story board)</p> <p><u>Watch me:</u> Together, look back at the model text that we have been studying this week (Melvin the Mummy).</p> <p><i>KQ. What purpose do you think the poet had in mind?</i></p> <p>Remind children that the poem is a 'narrative poem' and the purpose is to tell a story. Explain that for today's cold write, they too will be writing a narrative poem. Look at some further examples of narrative poetry- What story are each telling?</p> <p><u>Help me:</u> When writing a narrative poem, writers tend to focus on key characters,</p>	<p><u>Starter</u> Children will use the text map produced earlier in the week to recall the actions we identified to 'perform' the model text (Melvin the Mummy). As a class, everyone reads and performs the poem together with actions (internalisation)</p> <p><u>Watch me:</u> <i>KQ: True or false?</i> A good poem needs to rhyme</p> <p>Children feedback their ideas and discuss. Explain to the children that rhyming is indeed a poetic feature but that it is not always appropriate for a poem to rhyme (share examples of this) but that sometimes, rhyme helps to engage the reader like in our model text. Explain that poets choose the features they want to include very</p>

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<p>KQ: What is the context of the poem? (ancient Egypt) How do we know? Help me: Discuss why it is not possible to make 'text to self' connections to all content in the poem (Mummies, although real, are very much dead so the concept of a reanimated mummy is fictitious. However, we might still be able to make text to text, or text to world connections) Mini task: Using our knowledge of movies, TV shows, what text to world connections can we make? Show me: What text to self-connections can you make in the poem?</p>	<p>class, what actions could we use to dramatise this as a performance poem?</p>		<p>actions and language to sequence.. Use the template on the sheet to generate and record these pieces of information about the storyboard we looked at in the starter activity. Show me: In the model text (Melvin the Mummy) rhyme is used to engage the reader. Using the storyboard and the word banks we have generated in this lesson, what opportunities are there to include rhyme?</p>	<p>carefully, depending on the purpose and audience. Help me: Match the feature terminology to the definition. Show me: Mark the features of rhyme and nouns, using the key and then record on the grid.</p>
<p>Main task 1: Complete the connections grid. Main task 2: Children re-read Marvin the Mummy and answer the questions about the theme, content and events.</p>	<p>Main task 1: The whole class reads and performs the poem together with actions (internalisation) -Take photos for learning wall and APS books</p>	<p>Main task : Children use the key information we identified, when reading the poem, as well as the actions we devised to create a text map of the poem. Challenge: How can we organise our text map so that the sequence of events and the structure of the poem are clear? <i>*Support group will work with the teacher to use 'inPrint' to do this task with widgets.</i></p>	<p>Main task: Using the word banks and ideas, generated in today's lesson, as well as the images provided, children will write a narrative poem, retelling the story presented in the storyboard. This is a cold-write so no further support will be given but children will be reminded to apply skills and knowledge about poetry, previously acquired. They will be prompted to think carefully about structure and organisation, using previously read poems as a model. <i>* Following the assessment, children will receive feedback on their work in the form of 'unit targets.</i></p>	<p>Main task: Children are guided by the teacher in rereading 'Marvin the Mummy' and just like earlier in the lesson, text mark the features found in the poem and record examples on their grid. Challenge: Why has the poet used the features that they have? How do the features help the poet achieve their purpose and engage the audience?</p>

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This week's reading focus: **Reading Strategy 8 - Summarising and Synthesis**

<u>Monday</u> To identify and order the main points of a text	<u>Tuesday</u> To summarise information from a text	<u>Wednesday</u> To select and combine information from various sources	<u>Thursday</u> To synthesise information from more than one text	<u>Friday</u> To compare texts with similar topics
Children share an excerpt of text as a class (narrative poem). Together, they identify the main points of the text. Following this, they order the main points chronologically. This is repeated independently by the children (in pairs) on a different text.	Children devise a class poster for Reading Strategy 8 for display in class. They summarise by using the following sub-headings: Somebody - main character, Wanted - what did they want, But - what was the problem, So - how did they solve the problem, Then - what was the resolution of the story? This is completed with a shared text (narrative poem).	Children receive a key question that they have to research, using a few different sources to help them. This is carried out in a Jigsaw format.	Children use connections, existing knowledge, retrieval, inference and deduction skills to answer various questions about 2 different texts.	The children have 2 examples of a text that are based around similar topics. They compare these texts by looking at similarities, differences, positives, negatives and points of interest. This forms a shared review for the class reading areas about 2 poems.

Handwriting	Spelling and dictation	Vocabulary
LI: To form and join the letters: O, Y	LI: To modify root words by adding a suffix	Word aware: Word of the Day
<p>Introduction: Children will do the 'ready to write' exercises to warm-up and stretch the muscles they will use for writing.</p> <p>Watch me: practise forming repeated patterns that develop the hand motion needed for this formation:</p> <p style="font-size: 2em; color: #00AEEF; font-family: cursive;">ooy</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>Help me/ Show me: We will then learn how to form groups of letters, requiring this join, The teacher will model this, and children will trace/ copy: oy, ou, oi</p> <p>Main task: Children practise this formation in the context of the following words: boy, toy, oil, point, coin, boil, shout, out, our</p>	<p style="text-align: center;"><i>forgetting, forgotten, beginning, beginner, prefer, preferring, gardening, gardener, limiting, limited</i></p> <ol style="list-style-type: none"> Write this week's spelling words into the pupil planner Find out what the words mean and use the knowledge to complete the activity 	<p>Monday: Egypt Tuesday: pharaoh Wednesday: mummy Thursday: obelisk Friday: papyrus</p> <p>Children explore the meaning of the words, use them in sentences and complete a 'word wizard' activity for their favourite one.</p> <p style="color: #00AEEF;"><i>*Across the half term, each child presents their favourite 'word of the day' to the class through games such as hangman.</i></p>

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Maths				
Monday	Tuesday	Wednesday	Thursday	Friday
To apply multiples of 10.	To make connections.	To reason about multiplication	To multiply a 2-digit number by a 1-digit number.	To multiply a 2-digit number by a 1-digit number.
<p>KV: multiple, multiplying, groups of, lots of</p> <p>KQ: What pattern can you spot in the multiples of 10? How does multiplying by 10 affect place value?</p>	<p>KV: multiple, multiplying, groups of, lots of</p> <p>KQ: What patterns can you spot? What fact families can you make using these visuals? How can we use these equations to solve more complex ones?</p>	<p>KV: multiple, multiplying, groups of, lots of</p> <p>KQ: What patterns can you spot? What fact families can you make using these visuals? How can we use these equations to solve more complex ones?</p>	<p>KV: multiple, multiplying, groups of, lots of</p> <p>KQ: How can we use place value to partition these numbers? How will partitioning help us solve this equation? Can we partition in different ways?</p>	<p>KV: multiple, multiplying, groups of, lots of</p> <p>KQ: How can we use place value to partition these numbers? How will partitioning help us solve this equation? Can we partition in different ways?</p>
<p>Recap counting in multiples of 10 using video: https://www.youtube.com/watch?v=Ftati8iGQcs&ab_channel=ScratchGarden</p> <p>Introduce a visual for children to use to solve the stem sentences provided.</p> <p>Children to use knowledge of these multiples to complete the missing number strip.</p> <p>Children to solve the word problem using their knowledge of multiplying by 10.</p>	<p>Display a visual used to support an equation and then reveal a more complex equation, explain to the children how we can use the first equation to help solve the second.</p> <p>Show children a visual for counting in 4s and explain how it can help us count in 40s.</p> <p>Discuss the reasoning problem with the class and take feedback to solve.</p>	<p>Show a visual representation of 2 different equations, children need to compare these two visuals and explain which is larger and how they know.</p> <p>Children can see a multiple step equation and make a comparison between this and another equation, explaining their answers. Teacher may want to model an explanation.</p>	<p>This lesson will be focused on developing fluency of a new method for solving equations.</p> <p>Teachers will discuss and provide a variety of examples multiplying 2-digit by 1-digit numbers.</p> <p>Children will be introduced to the concept of the grid method and connect this to the skill of partitioning to help them solve these types of equations.</p>	<p>Teacher to show a visual representation for the new skill and discuss using this as a class.</p> <p>Now the teacher will use visuals and the new grid method to demonstrate a link between both.</p> <p>Display another visual and children to discuss what equation it is representing.</p>
<p>T1: Children use visuals to support answering the equations.</p> <p>T2: Children solve complex equations.</p> <p>T3: Children solve word problems using multiples of 10.</p>	<p>T1: Children solve the connected equations.</p> <p>T2: Children to use the given multiplication fact to solve the fact families.</p> <p>T3: Children solve reasoning problems by making connections.</p>	<p>T1: Children to use visuals to solve the comparison equations.</p> <p>T2: Children make comparisons between equations.</p> <p>T3: Using the table provided, children order the equations using the given facts.</p>		<p>T1: Children use visuals to help support them solving the equations.</p> <p>T2: Children use grid method to solve the equations.</p> <p>T3: Children solve word problems.</p>

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Spanish	Music	Topic- History	PE
<p><u>LI: To name five animals in Spanish</u></p> <p>Children will be introduced to the first 5 animals in Spanish. They will practice recognizing and saying the names of these animals. Children will then be introduced to the written names of the animals, and practice reading and writing these names in context.</p>	<p>Ukulele with Hounslow Music Service <u>LI: To learn a variety of new songs on the ukulele.</u></p> <p>Children will be introduced to and will be focusing on playing a range of songs using the ukulele with increasing accuracy, fluency and control.</p>	<p><u>LI: To explore artefacts and make observations</u> <u>LI: To ask a variety of enquiry questions</u></p> <p>Starter: on screen, have a concealed image of Ancient Egypt which will be gradually revealed using the 'spotlight' tool. Children will use their prior knowledge and connections to context information to infer the theme of this term's history unit.</p> <p>Watch me: Explain that artefacts help historians explore the past by making observations. They can use these observations and their prior knowledge to draw conclusions about the past (link to this week's reading strategy of inference). Model using the template to explore the historical source and record observations and ideas. Model how our observations not only result in deductions but sometimes, they generate new questions as part of the enquiry process. We can add these new questions in the 'lesson 1' section of our KWL.</p> <p>Main task: Children explore the sources and artefacts on their tables (carousel 5 minutes), using the template to prompt discussions, scaffold their observations and record their ideas. When new questions arise as part of the enquiry process, these are to be added to the 'lesson 1' section of the KWL. Facts/ concepts they learn as part of their observations will also be recorded on the KWL.</p>	<p>Invasion Games - Basketball <u>LI: To develop the attacking skill of dribbling</u> Finding space: Ask the children to stand in their own space in the playing area. They begin by jogging around the space dodging to avoid others. They are to look for the gaps in the teaching space as they move and remind them that this space will continually change as people move.</p> <p>Main Learning: Introduction to dribbling: With one ball each, children stand in a space and explore dribbling the ball on the spot. Ask them to explore dribbling the ball high, low and at waist height. Explore with wide fingers and closed fingers, with knees straight or bent, soft or hard hands. What gives them the most control? Ask the children to identify the teaching points for successful dribbling based on what they have just discovered.</p> <p>Dance – Egyptian Dance (Dance Energy) <u>LI: To create actions in response to a stimuli's and move in unison with a partner</u> Warm Up: The river Consider the types of actions and direction that might show this effectively. Moving confidently into a space. Main Learning: Moving river. Working with a partner, look at jumping, sliding, gliding, turn, direction, pathways and dynamics.</p>
	<p>Computing</p>		
	<p><u>LI: To recognise how text and images communicate information.</u></p> <p>Children will discuss how we can communicate information through text and images. They will share their ideas about the meaning behind a variety of signs and symbols, discussing their ideas as a group. They will then practice finding meaning in signs and symbols independently, and consider what makes it easier or harder to identify the intended meaning of a sign.</p>		

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Art	Science	PSHCE	R.E
<p><u>LI: To explore and describe the work of great designers/ artists in history.</u> <u>LI: To use an increasingly wide vocabulary to describe how artwork was made.</u></p> <p>Starter: Children look at and discuss the Egyptian Hieroglyphs and Cartouche on screen, answering the following prompt questions: <i>What do you see?</i> <i>Where is it from?</i> <i>What connections can you make?</i> <i>What do you think the creator's intent was?</i> <i>What does it remind you of?</i></p> <p>Watch me: Explain the history and purpose of hieroglyphs and cartouche in Ancient Egypt.</p> <p>Main task: Children use the information on hieroglyphics to create an art analysis of various Egyptian cartouches. They will identify key colours, the intended purpose, key features and technique used by the creator.</p>	<p><u>LI: To identify known and unknown facts.</u></p> <p>Children will be making a description of the facts they already know about magnets and forces and things that they would like to learn about. Children will also participate in a quiz to identify misconceptions.</p>	<p><u>L.I: To acknowledge a person who has faced difficult challenges and achieved success.</u></p> <p>Starter – 'I sit in the garden' children create a chain of what they would like in their garden.</p> <p>Input - Children will be shown a variety of photos that show people facing different challenges. Children will be asked to identify what they think challenge is</p> <p>Main Task – Children will choose a card, and write a short back story for the person facing the challenge. They will need to:</p> <ul style="list-style-type: none"> • Introduce the person, their name and their challenge. • Describe how the person feels about facing the challenge. • Describe how the person achieves the challenge. • Describe how the person feels when they have been successful. 	<p><u>LI: To consider how people care for each other and themselves</u></p> <p>Children will consider how they feel when they are unwell, and what we do to help someone when they are ill. They will then discuss what they do to make themselves feel better when they are sick.</p>

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.