

Weekly Overview Year Group: 3 Week beginning: 26th February 2024.



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English:	English -Playscripts			
Monday	Tuesday	Wednesday	Thursday	Friday
LI: To use adverbial phrases	LI: To identify the main points in a text LI: To discuss and record ideas	LI: To infer character actions and feelings	LI: To select appropriate language and structure to convey meaning (shared write)	
<p>Key Vocabulary: characters, dialogue, adverbs, stage directions</p> <p>Key Questions: What is an adverb? How does the actor know what emotions to portray?</p>	<p>Key Vocabulary: events, skim, retrieve, orders, connections, importance, summarise.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> 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? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> inference, prior knowledge, actions, voice, verbs, adverbs, abstract nouns <p>Key Questions:</p> <ul style="list-style-type: none"> In real life, how do we identify the way a person is feeling? How do playwrights ensure the actors know how to portray a character? What type of language must be part of the stage directions and setting to ensure the actors' portrayal of a character matches the playwright's intent? 	<p>Key Vocabulary: structure, layout, presentation, language, description, character, dialogue, setting, action, brackets, colon.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What is a scene? How does it link to a book chapter? How is dialogue punctuated in a play? What information needs to be included in a setting? or stage direction? Why is a variety of sentence structures important? 	
<p>Starter: Activate prior learning- look at the words/ phrases on screen. Sort onto the t-chart to identify if they are adverbs or not.</p> <p>Watch me: Remind children that on Monday, when we identified the features of a playscript, we noticed that adverbs are used to describe. Using the example on screen, model how they are mostly found in stage directions and the scene setting.</p> <p>Help me: Remind children that adverbs describe verbs in different ways: How? When? Where? Why? Children to classify the adverbs onto the table to show their purpose.</p>	<p>Starter: Show children the cover of 'Jimmy and the Pharaoh'. Children consolidate recent strategies by making connections and forming questions on post-it notes.</p> <p>Watch me: Explain that this week, we will be re-writing chapter 1 and 2 of this text as a playscript, so will need to identify the following things:</p> <ul style="list-style-type: none"> Where it takes place characters events dialogue description. <p>Read the story to the children, stopping after each section to recap the plot, thus far.</p> <p>Help me: summarise the main events by</p>	<p>Starter: Children watch the clip and identify how each character is feeling. Feed back to class, justifying their answer, explaining why they thought each character felt that way.</p> <p>Watch me: Recap prior learning- explain that an audience knows how a character in a dramatic performance is feeling from their:</p> <ul style="list-style-type: none"> words tone of voice facial expressions gestures/ body language <p>Explain that in a playscript, this information is shared with the actors</p>	<p>Starter: look at the graphic organisers on the screen.</p> <p>KQ- Which best matches the layout of a playscript? Children feedback their ideas to the class and justify their answer using their knowledge of playscript structure?</p> <ol style="list-style-type: none"> Title character list play setting scene number scene setting (may be dictated b a narrator if this writing technique is selected) Character: dialogue ((stage direction) <p>Watch me: use the information we recorded on Tuesday to compose the Title, character list and scene number of our play script based on 'Jimmy and the Pharaoh'.</p> <p>Help me: identify the information to include in the setting, and write it, ensuring a variety of sentence structures are used.</p> <p>Show me: When writing the dialogue, help me ensure that we present the text, as a play script should be, and that colons are in the correct place.</p>	

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<p>Show me: Read the scene on screen and identify the adverbs that have been used.</p>	<p>numbering the statements on the board, in the order they happen in. Show me: Using the key, Identify the list of characters that appear in the text.</p>	<p>through stage directions. Help me: Today we will need to identify how the characters are feeling in chapter 1 and 2 of 'Jimmy and the Pharaoh' to help us write stage directions. Together, read back through the text and identify any verbs or adverbs that help us infer how each character feels. Show me: Identify parts of the text that have no description of how the characters feel. Sometimes, this happens in books so playwrights need to draw on their own life experiences to compose great stage directions.</p>	
<p>Main task: Using the picture prompts, children complete the play script by adding in the appropriate adverbs in the scene setting and stage directions.</p>	<p>Main task: Children re-read the text and using the key, identify and highlight any dialogue and description of the setting. *Class teacher will then add this to the working wall for Friday's shared write.</p>	<p>Main task: In partners, children adopt the role of the various characters in the text, imagining how they might react if they experienced the events in the text themselves. Children take photographs of them frieze framing, and then use the photographs to describe the body language and facial expressions they did. *Class teacher will then add this to the working wall for tomorrow's shared write.</p>	<p>Main task: Together, children and the class teacher compose their shared play script for scene 1 and 2 (based on chapter 1 and 2) of Jimmy and the Pharaoh.</p>

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This week's reading focus: **Reading Strategy 6 Fix-It (EE)**

<u>Monday</u> To use working memory to interpret textual inconsistencies	<u>Tuesday</u> To select a suitable strategy when inconsistency occurs	<u>Wednesday</u> To reconstruct information in a concept map	<u>Thursday</u> To use structure and organisation to clarify meaning	<u>Friday</u> To form predictions
Children will read a piece of text, working together to discern the missing information and interpret unfamiliar words. They will discuss what strategies they can use to aid their understanding when approaching unfamiliar words or ideas	Children will discuss a variety of strategies they can use to fix their understanding when an inconsistency is found in a text. They will practice identifying the best strategy to use in a given context.	Children will use their fix it strategies to identify where information may be missing, and what ideas an author may be trying to convey in a given text. They will use their contextual knowledge to fill the gaps in their understanding.	Children will use their skills in context, using the strategies they have learnt, as well as how a text is organised and structured to fix and breakdowns in their understanding in their own reading.	Children produce a piece of fan fiction, writing in the style of their favourite author, using the following question to prompt ideas: What happened next? Children write the next chapter of their favourite story, after the book finished e.g. <ul style="list-style-type: none"> • Did Cinderella really live happily ever after? • Did Harry Potter get a 'normal' grown up job? • Did 'wimpy kid' become 'wimpy man'?

Handwriting	Spelling and dictation	Vocabulary
<p>LI: To form and join the letters: oc</p>	<p>LI: To spell words with the prefix 'al'</p>	<p>Word aware:</p>
<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>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: oc od oo</p> <p>Main task: Children practise this formation in the context of the following words: Clock, odd, moon, soon, knock, knocking, shock, shocking, door.</p>	<p>also, although, almost, always, almighty, already, alright, altogether</p> <ol style="list-style-type: none"> 1. Write this week's spelling words into pupil planner 2. Find out what the words mean and use the knowledge to complete the activity. 	<p>development</p> <p>town</p> <p>political</p> <p>council</p> <p>trade</p>

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday-
	LI: To solve word problems.	<u>LI: To use fractions with number lines.</u>	<u>LI: To count in fractions using a number line.</u>	<u>LI: To find equivalent fractions on a number line.</u>	<u>LI: To find equivalent fractions as bar models.</u>
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> key words addition subtraction difference more than/ less than</p> <p><u>Key Questions:</u> What are the steps for solving a word problem? What does the difference mean? What operation does 'more than' involve? What is the key information in the question?</p>	<p><u>Key Vocabulary:</u> fraction, numerator, denominator, vinculum, whole number, number line</p> <p><u>Key Questions:</u> What is the numerator? What does the denominator mean? How can we use denominators to create scales on number lines?</p>	<p><u>Key Vocabulary:</u> fraction, numerator, denominator, vinculum, whole number, number line</p> <p><u>Key Questions:</u> What is the numerator? What does the denominator mean? How can we use denominators to create scales on number lines?</p>	<p><u>Key Vocabulary:</u> fraction, numerator, denominator, vinculum, whole number, number line</p> <p><u>Key Questions:</u> What is the numerator? What does the denominator mean? How can we use denominators to create scales on number lines? How can we use visuals to find equivalent fractions?</p>	<p><u>Key Vocabulary:</u> fraction, numerator, denominator, vinculum, whole number, number line</p> <p><u>Key Questions:</u> What is the numerator? What does the denominator mean? How can we use denominators to create scales on number lines? How can we use visuals to find equivalent fractions?</p>
Introduction and learning	<p>Introduce the first word problem to class - explain the steps for solving these and demonstrate highlighting the key information and removing the unimportant information.</p> <p>Allow children to independently solve the next word problem - highlight key info as a class and discuss what the equation would be focused on.</p> <p>Repeat the process but discuss the term 'difference'. Repeat again but discuss the term 'more than'.</p>	<p>Using a combination of number lines and visuals, children can learn how to use these to help create fractions of scales. Repeat the process of identifying and addressing misconceptions as your progress through the lesson.</p>	<p>Using a combination of number lines and visuals, children can learn how to use these to help create fractions of number lines.</p> <p>Show children how partitioning number lines can help us count in fractions and remind them of the importance of doing so equally.</p> <p>Repeat the process of identifying and addressing misconceptions as your progress through the lesson.</p>	<p>Using a combination of number lines and visuals, children can learn how to use these to help create fractions of number lines.</p> <p>Show children some visuals alongside the number line representations of fractions - discuss how to find equivalent fractions using visuals and then more abstractly.</p> <p>Repeat the process of identifying and addressing misconceptions as your progress through the lesson.</p>	<p>Using a combination of number lines and visuals, children can learn how to use these to help create fractions of number lines.</p> <p>Show children some visuals alongside the bar model representations of fractions - discuss how to find equivalent fractions using visuals and then more abstractly.</p> <p>Repeat the process of identifying and addressing misconceptions as your progress through the lesson.</p>
Activities and application of learning	<p>Children will be solving a variety of different word problems - explain how the red questions are extra challenging ones.</p>	<p>T1: Children find the fraction of the given visual. T2: Children use a mixture of jugs and weighing scales to find the fraction of the amounts given. T3: Children use their knowledge of scales to solve the reasoning problem.</p>	<p>T1: Children find a fraction of the given visual. T2: Children identify what the missing fractions are on the number lines. T3: Children use their knowledge of fractions to solve the reasoning problem.</p>	<p>T1: Children find a fraction of the given visual. T2: Children use the number lines to find equivalent fractions. T3: Children use their knowledge of equivalent fractions to solve the reasoning problem.</p>	<p>T1: Children find a fraction of the given visual. T2: Children create their own bar model representations of equivalent fractions. T3: Children use the fraction wall to find different equivalents.</p>

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Spanish	Music	Topic- Geography	PE
<p><u>LI: To say, read and write 5 different fruits in Spanish</u></p> <p>Children revise their knowledge from the previous lesson. They will then continue to practise naming fruits in Spanish, and using these names in a variety of contexts.</p> <p>As a further challenge, children will learn how to say 'these are my' in Spanish when referring to different fruits.</p>	<p style="text-align: center;">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 use sources to identify key characteristics of a place.</u></p> <p><u>LI: To draw detailed maps using a key.</u></p> <p><u>Watch me:</u> Explain that all locations have characteristics that make them unique, including their history, physical and human features as well as their environmental and cultural impact. Today, we are going to use our knowledge organiser, maps, graphs and charts to identify the key characteristics of Hounslow:</p> <ul style="list-style-type: none"> ● Population ● demographics (ethnicity, religion, employment status, average income) ● Important landmarks (high street, places of worship, Alexandra School, children's houses) ● current land-use (recreational, education, retail, transport, healthcare, residential, transport) <p><u>Show me:</u> On the OS map, can we locate the school? Our homes? The High Street?</p> <p><u>Main task 1:</u> Children use the sources to retrieve the data to answer the questions.</p> <p><u>Main task 2:</u> Children use the information we recorded on digimaps, as well as pictures of buildings and satellite maps on iPads, children create their own map of our local area, showing the following information:</p> <ul style="list-style-type: none"> ● APS ● Their house ● Police station ● Council buildings ● Hounslow East, Central and the bus garage. ● Their favourite restaurant/ shop ● The Cinema <p>Lampton Part</p>	<p><u>Cricket</u></p> <p><u>L.I: To develop underarm bowling</u></p> <p>Main Learning: Underarm bowl: In pairs with one ball and two cones between them. The ball is bowled underarm and must bounce just once before the receiver and between the cones.</p> <p><u>Wickets:</u> In groups of four with one ball and one wicket between them, pupils play two against two. Children take it in turns to bowl trying to hit the wicket after one bounce. For every time they hit the wicket, they can add a letter (W-I-C-K-E-T). The first pair to spell WICKET wins the game.</p> <p>Gymnastics (Dance Energy)</p> <p><u>LI: To develop stepping into shape jumps with control.</u></p> <p><u>Starter: Corners:</u> Children travel around the room by jogging in between the gaps in the mats. Each time they come to a corner of a mat, jump over it. Emphasise the importance of landing safely with their knees bent.</p> <p><u>Stepping:</u> Children sit two to a mat and place a base station on their mat. They take it in turns to step forward onto their base station and jump from two feet, landing with the correct landing position back on the base station.</p> <p>Main Learning: Children will be given the opportunity to practise their: Straight Jumps Star Jumps Tuck jumps</p>

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DT	Science	PSHCE	R.E
<p><u>LI: To design a toy that uses a pneumatic system</u> Input: Children will be shown and asked to draw thumbnail sketches, they will be asked to sketch three ideas for their pneumatic toy (using the agreed criteria). We will then look at the difference between thumbnail sketches and detailed drawings. Main Task: Children will look at what an exploded - diagram is and then they will be given time to draw theirs, they will be asked to add labels to show air flow, and input and output.</p>	<p><u>LI: To explore what plants need to grow.</u> Children will recap and discuss their prior knowledge about plants and the functions of their individual parts. Children will learn about the different things plants need to grow and survive and then will look more scientifically at the different parts of the plant required for this.</p>	<p><u>LI: To know that the amount of calories, fat and sugar I put into my body will affect my health</u> Input – Our bodies need energy from food and drink but we have to make sure that we take in the right amounts so our bodies stay healthy and in balance. Children will look at the food labels on your table, <i>how much energy is in the food?</i> We will discuss what calories or kilojoules are Main Task – In groups, <i>'How much sugar?'</i></p>	<p><u>LI: To explore the concept of confession</u> Children will be learning about consequences and furthering their knowledge of morality by exploring the ways that Christians can seek forgiveness from their Gods for any wrongdoings. Children will learn about the process and the important reasons behind the different parts of confession.</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.

Spellings: Practise your spellings from your diary, which you received on Monday or the ones you received from your Phonics lessons.

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.

Curriculum-Based Homework:

English: -For homework, please continue your writing competition, seen below:

This year's competition is to write a non-fiction text about the life and achievement of a significant individual (selected from the list provided and using the prompts and resources provided).

- Ada Lovelace
- Amy Johnson
- David Attenborough
- John Logie Baird
- Malorie Blackman
- Mo Farah

There is extra information to guide you in Google Classroom.
 There will be prizes for the Top 3 entries - judged by Miss Conway.
 Good Luck!

