

Weekly Overview Year Group: 3 Week beginning: 4th December 2023.



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English- Diary Entries			English- Information Texts	
Monday	Tuesday	Wednesday	Thursday	Friday
<p>LI: To plan a personal recount (Hot Write Plan)</p>	<p>LI: To use language to express chronological order (Hot Write)</p>	<p>LI: To edit and improve sentences (Hot Write)</p>	<p>LI: To make connections to a text LI: To infer meaning from a text to answer questions</p>	<p>LI: To compose a non-chronological report (cold Write)</p>
<p><u>Key Vocabulary:</u> inference, prior knowledge, actions, voice, verbs, adverbs, abstract nouns</p> <p><u>Key Questions:</u> -Visualise the structure of a diary entry... What would a graphic organiser look like? -How can we imitate the plot of the model text to innovate a new diary entry? -What details would we need to substitute? -How can we use...?</p>	<p><u>Key Vocabulary:</u> Past tense, first person perspective, inverted commas, time conjunctions</p> <p><u>Key Questions:</u> -What 'person' are diary entries written in? -What tense are diary entries written in? -In what way can the past perfect and present progressive be used? -How is the text organised? -What organisational devices are used? -What vocabulary does the author use to help sequence the events?</p>	<p><u>Key Vocabulary:</u> Past tense, first person perspective, inverted commas, time conjunctions, paragraphs</p> <p><u>Key Questions:</u> -What is the difference between proofreading and editing? - How does a range of openers improve a text? -How can an overuse of 'fronted adverbials' make writing less engaging? -Instead of adjectives and noun phrases, how can figurative language be useful in helping the reader to make connections? -What adjustments can we make to engineer greater suspense at key parts of the recount? -What vocabulary choices can use to make the text better?</p>	<p><u>Key Vocabulary:</u> inference, prior knowledge, meaning, intent, opinion, thoughts</p> <p><u>Key Questions:</u> -What is an information text - How might an information text change depending upon the purpose or audience? - 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?</p>	<p><u>Key Vocabulary:</u> inference, prior knowledge, meaning, intent, opinion, thoughts</p> <p><u>Key Questions:</u> -What is an information text - How might an information text change depending upon the purpose or audience?</p>
<p>Starter: Show children images from the story map we created for 'Stone Age Boy'.</p> <p>Children discuss and put into the correct order.</p> <p>Watch me: Explain that what we did in the starter activity was to make a text map for the diary entry we are going to plan today (a diary entry from the boy's perspective). Putting the images into the correct order is important as a diary entry is a personal recount and needs to be written in chronological order.</p> <p>Help me: A diary entry is only based on the events of one day so, after arriving in the past, how far along the text map can we go, before stopping? (meeting the boy)</p> <p>KQ: Where can we get additional pieces of information (Ari's diary entry and the dad's diary entry that we wrote last week). Using widgets, amend the story map we have so that it focuses only on one day.</p> <p>Show me: Introductions in these types of text are used to engage the reader and create suspense.</p> <p>KQ: What rhetorical question might 'the boy' ask in the introduction? What superlatives in conjunction with vague nouns could be used (e.g. something more incredible/ the most unbelievable event)?</p>	<p>Starter: Odd one out: Which of the following features does not belong in this genre? Children discuss with their partner and then, feedback their ideas to the class.</p> <p>Watch me: Use the starter activity as a prompt to invite children to bring out their toolkits for this genre. What things have we learned over these past few weeks would they like to add to their toolkit? Teacher to remind children of the plot, language and structure features of the genre.</p> <p>Help me: Using one of the children's plan from yesterday's lesson, model annotating it with linking language (conjunctions and adverbials)</p> <p>Show me: Look back at the bank of emotive language you completed on Tuesday. How can we incorporate the figurative language we created into our writing?</p>	<p>Starter Using a child's work displayed on the screen (anonymously and not from that class), children discuss what they like about the writer's story so far. What would they 'maggie' from the composition for use in their own work?</p> <p>Watch me: Following session 1 of the children writing their own stories independently, teacher to give verbal feedback on some of the skills taught through this unit:</p> <ul style="list-style-type: none"> • direct speech • past tense • coordinating conjunctions • expanded/ noun phrases • paragraphs • openers <p>KQ: what is being used well, what needs more care? Teacher will remodel some of the expectations.</p> <p>Help me: Children take the opportunity following the verbal feedback to edit their and improve work.</p> <p>Show me: Using a thesaurus, children choose 5 verbs in their writing and improve their work so far by substituting them for more ambitious/ accurate words.</p>	<p>Starter: Using the 'spotlight' device on the IWB, the teacher gradually reveals the new model text. Children will use the structure as it is revealed to identify the genre type.</p> <p>Watch me The teacher will explain that the type of information text that we are focussing on is a non-chronological report. The purpose of a non-chronological report is to inform the reader about a specific topic. It is called non-chronological because the organisation of the writing is determined by the importance of the information, rather than when something occurred. An information report about Woolly Mammoths would be a non-chronological report; an information text that recounts an important event would not be e.g. Samuel Pepys Diary. For the remainder of the term, we will be learning all about non-chronological reports. Together read the model text.</p> <p>Help me: 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). 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.</p> <p>Show me: Teacher models doing this, using the success criteria and children have a go, before doing their main activity</p>	<p>Starter: Show children a non-chronological report where the Title, subheadings, key words and labelled diagram have been removed. What is the text about?</p> <p>Watch me: point out that the starter activity was very difficult because we didn't have the key information. Explain that because the purpose of the genre is to inform the reader, it must include all the facts that the reader knows.</p> <p>Help me: How might the language and layout change, depending on who the reader is?</p> <p>Show me: Explore which of the following two non-chronological reports would have been better for a child. Explain why.</p>

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<p>Main task: Use the planning frame/ graphic organiser that we designed last week to plan a diary entry from the perspective of 'The Boy'. <i>*Support group to use the widgets text we used in the 'Watch me/ help me/ show me section' of the lesson.</i></p>	<p>Main task: Children use the plan they devised yesterday and the banks of emotive language they constructed on Tuesday to compose a diary entry from the perspective of 'The boy'. Extension: The focus of assessment is on language to express time and causality so when children have composed their text, they will underline examples of language they have used which meets the assessment focus.</p>	<p>Main task: Children will use the editing station cards to peer evaluate and then edit their writing. <i>*Support group will edit their writing in a guided session with teacher support, focussing on sentence construction, tenses and text organisation. Teacher will aim to target any misconceptions/ gaps apparent from yesterday's hot write.</i></p>	<p>Main Task: Using the model text, children use the inference skills developed in today's lesson to answer the questions.</p>	<p>Main task: Using the factfile on the screen, children must write a non-chronological report about cats.</p>
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This week's reading focus: **Reading Strategy 5-Monitoring Comprehension**

Monday To identify common barriers to comprehension	Tuesday To recognise inconsistencies within a text	Wednesday To explore how text structure contributes to comprehension	Thursday To explore how language contributes to comprehension	Friday To identify criterion to self- monitor comprehension
<p>Children play a guessing game that draws out the main barriers to understanding in reading e.g. vocabulary, confusion in plot etc.</p> <p>A class poster is created as a shared task for display - Strategy 5</p>	<p>A text is displayed on the IWB, which has errors in it throughout. Children have to identify these errors and inconsistencies in small teams. They explain why it is an inconsistency and what would cure it.</p>	<p>The children have 2 texts about the same theme in front of them. They compare and contrast to decide upon the easiest to understand and why.</p> <p>They work in pairs/thinking 3s to improve the structure of the weakest text structure.</p>	<p>Children look at various examples of language that may cause confusion in comprehension and place them under headings, chosen from a word search at the start of the lesson e.g. homophones/graphs, idioms, clarity etc.</p>	<p>The children devise a small flow-chart-like poster for future use regarding self-monitoring of comprehension (use knowledge from lessons this week).</p> <p>The flow-chart criteria is unpicked in a crossword format.</p>

Handwriting	Spelling and dictation	Word of the day
<p>To form and join the letters: er</p> <p>Introduction: Children will do the 'ready to write' exercises to warm-up and stretch the muscles they will use for writing. Watch me: practise forming repeated patterns that develop the hand motion needed for this formation.</p> <div style="text-align: center; font-size: 2em; color: #4682B4; font-family: cursive;">er er er</div> <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). 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: <i>er, ir, ur</i></p> <p>Main task: Children practise this formation in the context of the following words: <i>patter, dirt, hurt, turtle, brother, their, there, fair, fur</i></p>	<p>To spell words with the prefixes 'im' and 're'</p> <ol style="list-style-type: none"> Children write this week's spelling words into their pupil planner Find out what the words mean and use the knowledge to complete the activity. <p style="text-align: center; color: #4682B4;">immature, refresh, impossible, return, impatient, reappear, immobile, repeat, improbable, review</p>	<p>Monday: skeleton Tuesday: support Wednesday: vertebrae Thursday: cranium Friday: socket</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><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 recognise multiplication facts for 4	To multiply by 8	L.I: To divide by 8	To recognise multiplication facts for 8	To recognise multiplication facts for 2, 4 and 8.
Key vocabulary and key questions	<p>Key Vocab: quotient, repeated subtraction, divisor, dividend, equal groups, lots of, grouping, sharing.</p> <p>Key Questions: What do we know already? What is the difference between grouping and sharing? What resources and images can we use to help? What strategy will you use? Why?</p>	<p>Key Vocab: quotient, repeated subtraction, divisor, dividend, equal groups, lots of, grouping, sharing.</p> <p>Key Questions: What do we know already? What is the difference between grouping and sharing? What resources and images can we use to help? What strategy will you use? Why?</p>	<p>Key Vocab: quotient, repeated subtraction, divisor, dividend, equal groups, lots of, grouping, sharing.</p> <p>Key Questions: What do we know already? What is the difference between grouping and sharing? What resources and images can we use to help? What strategy will you use? Why?</p>	<p>Key Vocab: multiples, repeated addition, factors, products, times, lots of, groups of, equal, double, double again, double 3 times.</p> <p>Key Questions: What do we know already? How can we solve this? How can we check? What patterns are there?</p>	<p>Key Vocab: multiples, repeated addition, factors, products, times, lots of, groups of, equal</p> <p>Key Questions: What do we know already? How can we solve this? How can we check? What patterns are there? Can we check by rules of divisibility?</p>
Introduction and learning	<p>Recap with children the skill of counting by 4's using the video: https://www.youtube.com/watch?v=pkcJn5HrMI&ab_channel=ScratchGarden</p> <p>Show children the 4 times tables and discuss how they can spot the patterns found within this multiplication.</p> <p>Show children a visual representation for multiples of 4 and ask them to fill in the blanks.</p> <p>Repeat process and discuss the misconceptions</p> <p>Children need to complete the comparison equations.</p> <p>Discuss the reasoning problem as a class and demonstrate how we can partition a 2-digit multiplicative to help us solve these problems.</p>	<p>Recap with children the skill of counting by 8's using the video: https://www.youtube.com/watch?v=3kAWgxcQG8I&ab_channel=ScratchGarden</p> <p>Show children the 8 times tables and discuss how they can spot the patterns found within this multiplication.</p> <p>Show children a visual representation for multiples of 8 and ask them to fill in the blanks.</p> <p>Repeat process and discuss the misconceptions</p> <p>Children solve and discuss how to solve the word problems using skills learnt.</p>	<p>Show children the 8 times tables and discuss how they can spot the patterns found within this multiplication.</p> <p>Show children how to represent the different connotations of grouping and discuss how they are similar or different.</p> <p>Discuss solving the word problem and allow children a chance to independently complete this - identify and address any misconceptions.</p>	<p>Recap with children the skill of counting by 8's using the video: https://www.youtube.com/watch?v=3kAWgxcQG8I&ab_channel=ScratchGarden</p> <p>Show children a visual representation and discuss using arrays to support them answering multiplication equations.</p> <p>Show children how to work backwards to solve a missing number equation.</p> <p>Provide children with a chance of solving multiplication problems using arrays, working independently.</p>	<p>Show children a set of visuals and ask them to use this to create multiplication equations.</p> <p>Children can use their chosen methods to solve the missing number equations - try to provide arrays to support their learning.</p> <p>Get children to discuss sorting the multiples into the different sections of a venn diagram.</p>
Activities and application of learning	<p>T1: Children solve multiple facts.</p> <p>T2: Children are to use their knowledge of multiplication facts to find the missing numbers from the equations.</p> <p>T3: Children use multiples knowledge to explain their answers for the reasoning problems.</p>	<p>T1: Children use visuals to support the completion of the stem sentences.</p> <p>T2: Children use bar models to help solve multiplication facts.</p> <p>T3: Children solve word problems.</p>	<p>T1: Children use visuals to support the completion of the stem sentences.</p> <p>T2: Children use bar models to help solve multiplication facts.</p> <p>T3: Children solve word problems.</p>	<p>T1: Children use visuals to support the completion of the stem sentences.</p> <p>T2: Children are to use their knowledge of multiplication facts to find the missing numbers from the equations.</p> <p>T3: Children sort the numbers into the appropriate areas of the venn diagram.</p>	<p>T1: Children use visuals to support the completion of the stem sentences.</p> <p>T2: Children are to use their knowledge of multiplication facts to find the missing numbers from the equations.</p> <p>T3: Children decipher the visuals and use this to solve the equations.</p>

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Please continue logging into Doodle Maths and Times-table Rockstars regularly.

Spanish	Reading- 20 minutes daily	Topic- Geography	PE
<p>LI: To recap and consolidate our Spanish knowledge.</p> <p>Children will recap the knowledge and skills they have learnt throughout the unit. They will consolidate their knowledge of basic phrases, colours and the number 1-10 through a variety of tasks and using their knowledge in conversation with their classmates.</p>	<p>Read every day for at least 20 minutes. Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.</p> <p>- Additional reading resources can be found in Reading Plus, Bug Club and Collins Big Cat books.</p> <p>-Remember to record what you have read in your diary, and get the adult you have read with to sign it.</p>	<p>LI: To compare urban and rural locations LI: To explore land use in the UK</p> <p>Explain that a settlement is a location where people live. There are different types/ sizes of settlement and these meet the specific requirements of the settler e.g. industry, trade, agriculture. Explain how this impacts land use in each settlement. Using the settlement diagram, model how some settlements are classified as urban and some are rural (children complete urban and rural definition on their knowledge organiser).</p> <p>Main task: Use the table to write a comparison of urban and rural settlements. Children will need to explore:</p> <ul style="list-style-type: none"> ● Local economy/ job opportunities ● Land use ● Access to resources ● Tertiary services e.g. schools, emergency services, health care 	<p>Tag Rugby (Invasion games) LI: To develop defending skills and use them in a game situation.</p> <p>Children play a mini-game of 1v1, one child starts at the cone, and their aim is to reach the second cone before their partner tags them.</p> <p>LI: To develop catching skills using one and two hands.</p> <p>Communi-cone: Children work in their pairs with one ball. The child with the ball dribbles around a cone of their choice and then communicates to their partner which cone they are going to pass to. Their partner then runs to that cone to receive the ball. They then dribble the ball around a cone of their choice before telling their partner which cone they are going to pass to.</p>
PSHE	Science	DT	R.E
<p>LI: To know that witnesses can make the situation better or worse by what they do.</p> <p>Input - Children will have a small problem on the board and they need to decide whether it is bullying and discuss what they would do if they witnessed the incident.</p> <p>Main Task – Children will work in small groups, they will be given scenarios, for each scenario, the group needs to discuss:</p> <p>The responsible and irresponsible choices that could be made in each situation.</p> <p>The consequences of those choices</p> <p>The feelings of the people in the scenario depending upon the choice</p>	<p>LI: To explain that humans need the right nutrition.</p> <p>Children will be learning about the different food groups and how this creates a balanced diet. They will learn how these different food groups affect different aspects of their body and day to day life.</p> <p>Children will then be matching foods to the food groups and explaining their answers for the reasoning problems.</p>	<p>(Continue and repeat from last lesson)</p> <p>LI: To create and decorate a foam pouch for the Micro:bit, using a template</p> <p>As a class we will recap on the key features our pouch needs and refer back to our plans from the previous lesson before using the template as a stencil to make a foam pouch that can hold a Micro:bit.</p> <p>How well does the pouch hold the Micro:bit? Can the Micro:bit be seen flashing in the pouch? (Fit for purpose)</p> <p>LI: To draw and manipulate 2D shapes, using computer-aided design (CAD), to produce a point of sale badge</p> <p>Children will explore marketing and adverts. Using CAD, they will produce a point of sale badge for their product</p>	<p>LI: To decide what the world would need most as a Christmas gift.</p> <p>Children will discuss what makes a good Christmas gift, and consider what the world might need or want as a Christmas gift. They will then create an illustration of what the world needs as a Christmas gift, and explain the reasoning behind their choice.</p>

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Homework	Computing	Music
<p>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.</p> <p>Reading. Read for at least 20 minutes every day. Record what you have read in your Pupil Planner reading log.</p> <p>Doodle. Complete Maths, Times-Tables, English and Spelling activities so that you stay in the Green zone.</p> <p>Times Tables Rockstars: Rock Stars Battle of Year 3 Complete your Soundchecks and activities to earn points for your class. There is one battle a week. The battles start Tuesdays 4pm and finish the following Monday at 6pm.</p> <p>Challenge: Create a diary entry piece of writing for something fun and exciting that you have done during the school week or the weekend.</p>	<p>L1: To review and improve an animation.</p> <p>Children will review the animations they created in the previous lesson, considering how they can further improve and refine their work.</p>	<p><u>Ukulele with Hounslow Music Service</u></p> <p><u>L1: To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression</u></p> <p>Children will be given the opportunity to play and perform in solo and ensemble contexts and play the ukulele with increasing accuracy, fluency, control and expression.</p>