

Weekly Overview Year Group: 3 Week beginning: 4th March 2024.



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English:	English - Playscripts			
Monday	Tuesday	Wednesday	Thursday	Friday
LI: To make predictions using text clues	LI: To describe a setting	LI: To compose and rehearse sentences orally	LI: To use a range of sentence structures (Hot write)	LI: To evaluate and edit a text
<p>Key Vocabulary: structure, layout, presentation, language, description, character, dialogue, setting, action, brackets, colon, prediction, infer, connections, clue, reason.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is a prediction? • What techniques do we use to predict? • How do our connections and prior knowledge help us predict? • How can we use text evidence to justify our predictions? 	<p>Key Vocabulary: figurative, description, evoke, simile, noun phrases, metaphor, personification.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is figurative language? • What function does it play in a playscript? • How can adjectives and adverbs be converted to similes? • How do similes help the reader visualise more easily than adjectives do? 	<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>Key Vocabulary: structure, layout, presentation, fronted adverbial, comma, clause, relative pronoun, embedded clause, simple, compound, complex</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • How many different types of sentences can you recall? • Why is it important that writers start their sentences in a variety of ways? • What purpose do fronted adverbials serve? • How important are commas in multi-clausal sentences? 	<p>Key Vocabulary: structure, layout, presentation, language, edit, proof-read, correct, effect, vocabulary, punctuation.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What does 'proof-reading' mean? • How are proof-reading and editing different? • What things should we focus on when editing?
<p>Starter: Show children the Image of Jimmy and the Pharaoh (including the speech bubble). Recap on last week's learning- What is happening in the picture?</p> <p>Watch me: Explain to children that today, we will be using our skill of prediction. Re-cap what 'prediction' is and how we use our 'connections' to predict.</p> <p>Help me: Using our class anchor chart, what techniques do we use when making predictions?</p> <p>Show me: Together, look at the image from the starter activity again.</p> <p>KQ: What could happen next? Children to feedback their ideas to the class.</p>	<p>Starter: Match the examples of descriptive writing to its label.</p> <p>Watch me: Setting descriptions are incredibly important in play scripts as it ensures that scenery and stage directions are clear enough for the actors, director and set designers to visualise correctly. Use the model text to demonstrate this.</p> <p>Help me: Explain that today we will be writing the setting description for the next scene in the play (Scene 3), which will be the context of our Hot write. Together, read chapter 3 of the story and identify any adjectives and adverbs that describe the setting.</p> <p>Show me: Use the picture of the setting to write an expanded noun phrase about the highlighted noun.</p>	<p>Starter: Remind children that this week, for their 'Hot Write' they will be writing 'scene 3' of '<i>Jimmy and the Pharaoh</i>'. Children consolidate recent learning by recalling the 'ingredients' for a good play script.</p> <p>Watch me: Building on the feedback children have given for the starter activity, explain that a good play script should contain 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. Remind children that our learning from the previous 2 lessons have helped us identify the highlighted 'ingredients'. Today we will be focussing on the characters, dialogue, and stage directions.</p> <p>Help me: identify and highlight all dialogue from the text, and in another colour, identify who says it.</p> <p>Show me: choose a line of dialogue from the scene, take on the role of the character saying it and perform the line for your partner. The partner will record the adverbs and verbs witnessed by them, to compose a suitable stage direction for that line.</p>	<p>Starter Label the 'sentence types' by matching them to the correct example.</p> <p>Watch me: Recap the various sentence structures that children have explored this year, and how to form them:</p> <ul style="list-style-type: none"> • Simple sentence (sv/ ov/ sov) • Compound sentence (fanboys) • Complex sentence with subordinating conjunction (a white bus) • Sentence with a fronted adverbial (and comma) • Sentence with an embedded clause (relative pronoun) <p>Help me: Read the extract from our model text, 'The Egyptian Cinderella- Play Script' and identify how a variety of sentence types have been used and the effect that this has had on the reader.</p> <p>Show me: Using the image on screen (scene 3 with speech bubble as seen in Monday's lesson) as a writing stimulus, children write an example of:</p> <ul style="list-style-type: none"> • Simple sentence • Compound sentence (fanboys) • Complex sentence with subordinating conjunction (a white bus) • Sentence with a fronted adverbial (and comma) • Sentence with an embedded clause (relative pronoun) 	<p>Starter (Mark my work): Children read the text on the screen and identify errors that need correcting and aspects of the text that need improving so that the story has the desired effect on the reader.</p> <p>Watch me Model improving the scene on the screen so that a variety of sentence adverbs are used (not only adverbs of manner).</p> <p>Help me: Rewrite the scene so that it has a balance of action and dialogue. Model how sometimes, in order to create suspense, script writers' script non-verbal sections which rely heavily on the stage directions.</p> <p>Show me: Rewrite the two sentences as one complex sentence, using appropriate conjunctions.</p>

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<p>Main task: Children to stick the image into their book and annotate the image with their predictions answering the question: KQ- What could happen next? Using the text clues from Chapter 1 and 2, identify evidence that supports their prediction. Challenge: Children read chapter 3 of the story to check if their predictions were correct or not.</p>	<p>Main task: Together, using the vocabulary generated in today's lesson, as well as the information in the text (Jimmy and the Pharaoh- chapter 3), children and the teacher will create a bank of descriptive words and phrases, which can then be utilised by the children, independently for their Hot Write, later in the week. This work is to be recorded on the 'toolkit' template. Mini Plenary: Throughout the lesson, teachers ask children to share their words and phrases and add them to the working wall.</p>	<p>Main task: In pairs, re read the chapter and for each line of dialogue, identified from the scene, take on the role of the character saying it and perform the line for your partner. The partner will record the adverbs and verbs witnessed by them, to compose a suitable stage direction for that line. Children then orally rehearse the dialogue, refining the spoken words and accompanying stage directions until they convey the desired meaning. These ideas are to be recorded on the toolkit template.</p>	<p>Main task: On pink paper, using the 'tool-kit' they have been building throughout the week, children write their play script of Scene 3 of Jimmy and the Pharaoh, ensuring they use a variety of sentences throughout the text.</p>
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This week's reading focus: Reading Strategy 7- Inference (MC)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>To use background knowledge and text evidence to interpret events/ actions</p>	<p>To use text/ pictorial clues to identify characters' feelings/ motives</p>	<p>To justify the actions of a character, using evidence from a text</p>	<p>To use working memory and text clues comprehend implied meaning</p>	<p>To use cohesive devices to form inference (intersentence)</p>
<p>Starter: Recall prior learning- KQ: What is inference? Children discuss with their partner and then feedback Watch me: When we infer, we use clues to build a picture. It's like being a detective and hunting for hidden information. Shared task: Together, read through 'Chapter 1- Alice in Wonderland' on the screen, identifying key information and making inferences section, by section, using this information to answer the questions.</p>	<p>Starter: Character inference using 'spotlight' to reveal different sections of the image, gradually. KQ- How is each character feeling? How do you know? Watch me/ help me/ show me: Read the information in the table and use the existing evidence to fill in the blanks. Main task: Work in pairs to complete the rest of the grid. 1. Pupil 1 should choose a feeling, but not tell their partner (bored, excited, sad, delighted, worried...) 2. Mime the feeling they have chosen 3. Pupil 2 should note down what their partner does in column 2 and make a drawing in column 1 4. Pupil 2 should write down what inferences they made about the feeling their partner portrayed in column 3 5. Then swap over, so pupil 2 chooses a feeling to mime and pupil 1 makes inferences</p>	<p>Watch me: Using the Anchor chart, remind children that Inference means using evidence in the text to understand what is happening, when the author doesn't explicitly state it. You can use information about the things characters do, say or think to help you understand their feelings. Help me/ show me: Based on the feelings shown on screen, in real life, what clues might we see in a person's behaviour to suggest they are feeling this way? Main task: Continuing from yesterday, and Monday's work children re-read the text from 'Alice in Wonderland' and use evidence from the text to answer the questions.</p>	<p>Starter: Show children an image of a broken vase and using their prior knowledge and connections, form predictions about the text we will be reading today, 'The Broken Vase'. Watch me: Read 'The Broken Vase' and explore the vocabulary together, text marking the different word classes. KQ- are there any words and phrases that might have more than one meaning? Help me/ show me: Together, discuss homophones and idioms (figurative language with non-literal meaning). Main task: Children then use the skills developed to re-read the text and answer the The word meaning and fact retrieval questions</p>	<p>Starter: Look at the different examples of questions on screen. Put a circle around each one that requires the reader to make an inference. Watch me: When we make an inference, we draw a conclusion based on the evidence that we have available. Explain that the two most common types of inferences readers make are: <ul style="list-style-type: none"> • Intersentence • Gap-filling intersentence means 'within sentence' and so with these types of inferences, the reader relies on less information, as all of the information they need to infer from, is within one sentence. e.g. <i>Peter begged his mother to let him go to the party.</i> In this example, the reader is required to infer that 'his' and 'him' refer to the subject of the sentence, Peter. The reader's prior knowledge of pronouns allow them to do this as his mother would have the pronouns of 'her', 'hers'. Main task: children practise their inference skills with the worksheet- they will need to read the information and then match the sentences to the inference that can be derived from them.</p>

Handwriting	Spelling and dictation	Vocabulary
<p>L1: To form and join the letters: fl</p>	<p>L1: To spell words with the suffix 'ful'</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. Watch me: practise forming repeated patterns that develop the hand motion needed for this formation. 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: fla flo fie Main task: Children practise this formation in the context of the following words: flood, floor, flick, fleet, flock, float, flame, fled, flower</p> <div style="text-align: right; font-size: 2em; color: #007bff; font-family: cursive;">ococ</div>	<p>grateful, faithful, hopeful, careful, helpful, useful, grateful, beautiful, boastful, painful</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>residential tertiary construction leisure government</p>

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Maths	Monday	Tuesday	Thursday	Friday
	To add fractions	To add fractions	To subtract fractions	To subtract fractions.
Key vocabulary and key questions	<p>KV: numerator, denominator, addition, adding, plus, equal</p> <p>KQ: Do you think the denominator changes when we add fractions? Why does the denominator not change when we add fractions?</p>	<p>KV: numerator, denominator, addition, adding, plus, equal</p> <p>KQ: Do you think the denominator changes when we add fractions? Why does the denominator not change when we add fractions?</p>	<p>KV: numerator, denominator, subtract, subtraction, minus, equal</p> <p>KQ: Do you think the denominator changes when we subtract fractions? Why does the denominator not change when we subtract fractions?</p>	<p>KV: numerator, denominator, subtract, subtraction, minus, equal</p> <p>KQ: Do you think the denominator changes when we subtract fractions? Why does the denominator not change when we subtract fractions?</p>
Introduction and learning	<p>Display a visual representation of /7's and talk children through adding the two fractions together - discuss how the denominator doesn't change because we do not split the amount into smaller parts.</p> <p>Allow for children to attempt the next question - identify and discuss misconceptions.</p> <p>Show children a range of completed fraction additions and ask them to discuss and feedback the pattern they spot.</p> <p>As a class, solve the reasoning problem.</p>	<p>Recap the skill of adding fractions - identify and address misconceptions with the class.</p> <p>Repeat the process focusing on fluency of children in the class - teacher to provide more examples if required.</p> <p>Discuss the mistake that is shown on the board and how the class can solve it.</p>	<p>Display a visual representation of some fractions and talk children through subtracting the two fractions together - discuss how the denominator doesn't change because we do not split the amount into smaller parts.</p> <p>Allow for children to attempt the next question - identify and discuss misconceptions.</p> <p>Show children a range of completed fraction subtraction and ask them to discuss and feedback the pattern they spot.</p> <p>As a class, solve the reasoning problem.</p>	<p>Display a visual representation of some fractions and talk children through subtracting the two fractions together - discuss how the denominator doesn't change because we do not split the amount into smaller parts.</p> <p>Allow for children to attempt the next question - identify and discuss misconceptions.</p> <p>Show children a range of completed fraction subtraction and ask them to discuss and feedback the pattern they spot.</p> <p>As a class, solve the reasoning problem.</p>
Activities and application of learning	<p>T1: Children use visuals to support adding fractions.</p> <p>T2: Children solve the various fraction additions.</p> <p>T3: Children explain the mistake made in the reasoning problem.</p>	<p>T1: Children use visuals to support adding fractions.</p> <p>T2: Children solve the various fraction additions.</p> <p>T3: Children use the number cards to find all of the working equations.</p>	<p>T1: Children use visuals to support subtracting fractions.</p> <p>T2: Children solve the various fraction subtractions.</p> <p>T3: Children explain the mistake made in the reasoning problem.</p>	<p>T1: Children use visuals to support subtracting fractions.</p> <p>T2: Children solve the various fraction subtractions.</p> <p>T3: Children explain the mistake made in the reasoning problem.</p>

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Spanish	Music	Computing	PE
<p>LI: To say that I have more than one of a fruit</p> <p>Children will revise and consolidate their vocabulary knowledge. They will then continue to practise using their new vocabulary in spoken and written forms, and use their numerical knowledge to say they have more than one of a given fruit.</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 they have learnt so far this half term using the ukulele developing their fluency, control, and accuracy.</p>	<p>LI: To create a branching database</p> <p>Children will recap what they already know about branching databases. They will then learn how to create their own database using an online program.</p>	<p>Cricket <u>LI: To learn how to grip the bat and develop batting technique.</u> Main Learning: Grip, stance, swing: Demonstrate the correct technique for gripping the bat. Batting Grip: In pairs with one bat and one ball, practise the batting action. One child drops the ball for the other to hit. Children have four turns each then switch roles. The child who drops the ball retrieves the ball. Batting: In pairs, one child bats and one child underarm bowls the ball to the batter allowing the ball to bounce once. Bowler to collect the ball after it has been hit. Pupils have five bats each and then change roles Gymnastics (Dance Energy) <u>LI: To develop the straight, barrel and forward roll.</u> Main Learning: Rolls: Pupils work in pairs on one mat to learn the following rolls. Barrel roll, Straight roll and Forward roll</p>
DT	Science	PSHCE	R.E
<p style="text-align: center;"><u>Over 2 lessons</u></p> <p><u>LI: To create pneumatic system.</u></p> <p>Starter: Children will be given time to look through their designs from the previous lesson. As a class, we will discuss: <i>How will your design work?</i> <i>What will the movement look like?</i></p> <p>Input: Children will be able to explore a range of different styles and sizes of boxes (housing) and using their prior knowledge (from Yr2) of linkages and pivots they will think about: How could you modify the boxes to fit your design?</p> <p>Main Task: Children will collect all the materials for your pneumatic system and check that it works smoothly. They will be used to use the materials in the classroom for your housing: cardboard packaging, card. Creating the mythical Greek creature Look at the materials available which you can use to help bring your mythical creature to life, e.g.: eyes, limbs, wings etc.</p>	<p>To identify and describe the role of different parts of the plant.</p> <p>Children will be recapping their knowledge about the different parts of a plant and will then be looking in more detail at the specific role of each of these parts. They will be learning the scientific terminology for the roles within the plants.</p>	<p><u>LI: To tell you my knowledge and attitude towards drugs</u></p> <p>Starter – Play 'Jigsaw Jino says'</p> <p>Input – Children are to complete the sentence stem, 'something I can put in my body to stay healthy is....'</p> <p>Main Task – I will read a story, and stop the story, when I do the children will draw a picture. There will be two questions at the end for them to answer. In pairs, children will choose 5 words from the list that describe your feelings about drugs and to highlight your choices. Feedback to the class and take a vote on the most popular words to describe how the children feel about drugs.</p>	<p>To investigate how some religious people seek God's forgiveness.</p> <p>Children will learn about the story of Yunus and the whale and will look at how Yunus sought forgiveness from Allah - they will be making connections with this story and the Christian story - Jonah and the whale.</p> <p>Then children will learn about Yom Kippur and how Jewish people seek forgiveness during this period and will make comparisons between this and Ramadan. Children will learn how Muslims seek forgiveness and mercy during the month of Ramadan.</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.

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:

Maths: For homework, measure the height/length of 10 of your favourite toys or items. Write their measurements into a chart and then order them from shortest to longest (ascending order). Record your answers using cm and mm.

Challenge: create a bar chart to present your results.

