

## Weekly Overview Year Group: 3 Week beginning: 5th February 2024



Aspire, Perform, Succeed

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English	English- Historical Narrative (Egyptian Cinderella)			
Monday	Tuesday	Wednesday	Thursday	Friday
LI: To infer character feelings	LI: To punctuate direct speech	LI: To identify and use causal conjunctions LI: To discuss and record ideas	LI: To recall and apply Grammatical knowledge	LI: To compose a story ending LI: To edit and improve a text
<p><b>Key Vocabulary:</b> <i>inference, prior knowledge, actions, voice, verbs, adverbs, abstract nouns</i></p> <p><b>Key Questions:</b> <i>In real life, how do we identify the way a person is feeling? How do authors 'show not tell'? What examples of language help the reader identify how a character is feeling?</i></p>	<p><b>Key Vocabulary:</b> <i>speech, dialogue, inverted commas, punctuation, reported speech, direct speech, reporting clause, punctuation.</i></p> <p><b>Key Questions:</b> <i>What is the difference between direct speech and reported speech? How are each punctuated? When are each used?</i></p>	<p><b>Key Vocabulary:</b> <i>cause, effect, consequence, result</i></p> <p><b>Key Questions:</b> <i>What are conjunctions? What are adverbials? How do authors demonstrate that an event doesn't happen in isolation, but rather, has been caused or pre-determined by another event? What is a 'consequence'?</i></p>	Grammar Assessment	<p><b>Key Vocabulary:</b> <i>edit, proof-read, correct, effect, vocabulary, punctuation, description, openers, conjunctions, direct speech, paragraphs, plot, characters</i></p> <p><b>Key Questions:</b> <i>What does 'proof-reading' mean? How are proof-reading and editing different? What things should we focus on when editing?</i></p>
<p><b>Starter</b> Children match the feelings words of the board to the pictures.</p> <p><b>Watch me/ help me/ show me:</b> In real life, how do we identify the way a person is feeling? How is this different to recognising how a character in a text is feeling? Teacher to model how we use evidence from the text to infer how characters feel. Explain that we need to do this as the reader 'shows' the character's feelings, instead of explicitly telling the reader. Together, the teacher and children do this for the extract of text from the Egyptian Cinderella.</p> <p><b>Hot Seating:</b> Two children take on the role of the characters and the class asks them the questions. Rest of the class take notes on their whiteboards, to use for the main task.</p>	<p><b>Starter: Activate prior knowledge</b> Show children a text containing an example of direct speech and reported speech. Children discuss with their partner and highlight each in the specified colour.</p> <p><b>Watch me:</b> Recap the difference between direct and reported speech. <b>KQ When should they each be used?</b> Explain that for the most part, we can use reported speech so that the pace doesn't get slowed down (we need a balance of action and dialogue). Direct speech is used to demonstrate character personality or to give the reader clues about what might happen next. Model punctuating direct speech.</p> <p><b>Help me:</b> Rewrite the words in the speech bubble as direct speech, punctuating correctly.</p> <p><b>Show me:</b> Create a bank of synonyms for 'said'.</p>	<p><b>Starter:</b> What do you notice about the highlighted words?</p> <p><b>Watch me:</b> explain that the highlighted words (in the starter) are all causal conjunctions, which are used to explain events, by linking the cause/ reason for an event with the effect/ result. Introduce the 3 types of causal conjunctions (subordinate, co-ordinating and adverbials).</p> <p><b>Help me:</b> sort the causal conjunctions into the 3 categories.</p> <p><b>Show me:</b> Insert the causal conjunction into the correct sentence.</p>		<p><b>Starter: KQ: What is wrong with these endings?</b> Show children a selection of bad endings and one good ending. Children discuss, identifying the areas of weakness and strengths.</p> <p><b>Watch me:</b> Use the starter activity as a prompt to explain what a good story ending should include.</p> <p>Together, refer to the working wall- 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><b>Help me:</b> Using one of the children's boxing up plan from yesterday's lesson, model annotating it with linking language (conjunctions and adverbials)</p> <p><b>Show me:</b> Display some of the images that children used to plan their story ending on the working wall. Together, generate vocabulary and figurative language. Children can refer to this when writing their resolution and ending.</p>

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<p><b>Main task:</b> Fill in the grid, describing how our new main character feels at different parts of our new story</p>	<p><b>Main task:</b> Complete the sheets based on speech from 'The Egyptian Cinderella'</p>	<p><b>Main task:</b> Read the build-up and problem of our new story (written by the teacher based on our shared opening) and insert the appropriate causal conjunctions, to demonstrate the links between events.  <b>Main task 2: KQ: What makes a good ending?</b> Children use the boxing up story pattern from last week to plan the resolution and ending to the new story.</p>	<p><b>Main task 1:</b> Children use their resources and boxing up plans from the previous lesson to write their resolution and ending.  <b>Main task 2:</b> Children use the 'Editing Station' cards to independently edit their work.</p>
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### This week's reading focus: **Reading Strategy 3- Visualisation**

Monday	Tuesday	Wednesday	Thursday	Friday
<p>LI: To visualise a setting/ character Children will recap what visualisation is, and practice using a description to create and image of a character or setting.</p>	<p>LI: To apply prior concept knowledge to visualise Children will link a description to their prior knowledge to add further detail to their images.</p>	<p><b>LI: To retell a story using images</b> Children will read a short story together, and consider what they can visualise from the story. They will then use this to create a story map.</p>	<p>LI: To discuss words and phrases that capture the imagination Children will discuss how some words and descriptions can create more detailed images than others</p>	<p>LI: To explore figurative language and the effect it has on the reader Children will consider why we visualise, and how it can help us better immerse ourselves in, and understand a story.</p>

Handwriting	Spelling and dictation	Vocabulary										
<p>LI: To form and join the letters: <b>O, T, K</b></p>	<p>To spell words with the prefixes 'sub-', 'inter-', 'anti-' and 'auto-'</p>	<p>Word aware:</p>										
<p><b>Watch me:</b> 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).  <b>Help me/ Show me:</b>                      We will then learn how to form groups of letters, requiring this join. The teacher will model this, and children will trace/ copy: <b>ot, ol, ok</b>  <b>Main task:</b> Children practise this formation in the context of the following words:  <b>hot, spot, wok, got, hold, joke, poke, smoke, gold</b></p>	<p>supermarket, supersonic, submarine, subtract, internet, interact, automobile, automatic, anticlockwise, antisocial</p> <p>1. Write this week's spelling words into the diary                      2. Find out what the words mean and use the knowledge to complete the activity sheet:</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 10%; text-align: center;">M</td> <td style="text-align: center;">ankh</td> </tr> <tr> <td style="text-align: center;">T</td> <td style="text-align: center;">canopic</td> </tr> <tr> <td style="text-align: center;">W</td> <td style="text-align: center;">cedar</td> </tr> <tr> <td style="text-align: center;">Th</td> <td style="text-align: center;">delta</td> </tr> <tr> <td style="text-align: center;">F</td> <td style="text-align: center;">dynasty</td> </tr> </table>	M	ankh	T	canopic	W	cedar	Th	delta	F	dynasty
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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	To add measurements	To subtract measurements	To understand what a perimeter is.	To measure a perimeter	To calculate the perimeter.
<b>Key vocabulary and key questions</b>	<p><b>KV:</b> addition, altogether, centimetres, millimetres, metres, combined</p> <p><b>KQ:</b> How do we convert the measurements? Would converting measurements help us to combine them? What are the steps for addition? Can we use the column method?</p>	<p><b>KV:</b> subtraction, decrease, centimetres, millimetres, metres,</p> <p><b>KQ:</b> How do we convert the measurements? Would converting measurements help us to subtract them? What are the steps for subtraction? Can we use the column method?</p>	<p><b>KV:</b> addition, altogether, centimetres, millimetres, metres, combined</p> <p><b>KQ:</b> How do we convert the measurements? Would converting measurements help us to combine them? What does perimeter mean?</p>	<p><b>KV:</b> addition, altogether, centimetres, millimetres, metres, combined</p> <p><b>KQ:</b> How do we convert the measurements? Would converting measurements help us to combine them? What does perimeter mean?</p>	<p><b>KV:</b> addition, altogether, centimetres, millimetres, metres, combined</p> <p><b>KQ:</b> How do we convert the measurements? Would converting measurements help us to combine them? What does perimeter mean?</p>
<b>Introduction and learning</b>	<p>Show children a display of a random shape with a range of measurements. Ask them to use the image to find out the height of the tower - address misconceptions of the visual.</p> <p>Next, using the same visual, get children to find the length of the tower.</p> <p>Show children a word problem and discuss how to solve the problem.</p>	<p>Show children the visuals of different objects and ask them to use subtraction to find the difference between the objects. Repeat but explain how children need to convert the measurements into the same ones to help with the subtraction.</p>	<p>Use visuals to show children that the perimeter is the outer lengths of a given shape - if required, use physical objects in the classroom to make the point.</p> <p>Show children a shape and get them to figure out the perimeter using the measurements.</p>	<p>Use visuals to show children that the perimeter is the outer lengths of a given shape - if required, use physical objects in the classroom to make the point.</p> <p>Show children a shape and get them to figure out the perimeter using the measurements.</p>	<p>Use visuals to show children that the perimeter is the outer lengths of a given shape - if required, use physical objects in the classroom to make the point.</p> <p>Show children a shape and get them to figure out the perimeter using the measurements.</p>
<b>Activities and application of learning</b>	<p><b>T1:</b> Children use the visuals to add measurements</p> <p><b>T2:</b> Children solve word problems</p> <p><b>T3:</b> children use the visuals and table of measurements to add measurements.</p>	<p><b>T1:</b> Children use the visuals to support subtraction</p> <p><b>T2:</b> Children use subtraction skills to solve equations.</p> <p><b>T3:</b> Children use the visual to solve the reasoning problem.</p>	<p><b>T1:</b> Children decipher which visuals are showing a perimeter and explain how they know.</p> <p><b>T2:</b> Children explain the visuals using their knowledge of perimeters.</p> <p><b>T3:</b> Children use visuals to find the perimeter of the shapes.</p>	<p>Children to find the perimeter of a variety of shapes being provided for them.</p>	<p>Children to find the perimeter of a variety of shapes being provided for them.</p>

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**Alexandra**  
Primary School

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Spanish	Computing	Topic- History	PE
<p>LI: To recap 10 animal names and say 'I am' in Spanish</p> <p>Children will continue to recap and reinforce their knowledge of animal names in Spanish. They will learn how to say 'I am' in Spanish, and use this phrase in conjunction with animal names.</p>	<p>LI: To consider how different layouts can suit different purposes</p> <p>Children will continue to explore different layouts for desktop publishing. They will consider how different layouts can best serve various purposes.</p>	<p><b>LI: To use a range of sources to build an understanding of a past period or event</b></p> <p><b>Input:</b> introduce the importance of the River Nile to the Ancient Egyptians. One historian called Herodotus famously called Ancient Egypt the "Gift of River Nile" as the river provided the Egyptians with so many essential resources.</p> <p>Together, explore the sources, discussing with pupils the 'gifts' listed and explaining how the River Nile provided the Ancient Egyptians protection from invaders and many natural resources.</p> <p><b>Main task:</b></p> <ol style="list-style-type: none"> <li>Using the supporting resources, children will make an information poster, explaining the importance of the River Nile.</li> <li>Pupils should use each section of the poster to record different examples of the 'gifts' given by the River Nile.</li> <li>Look at a map of modern-day Egypt to see if cities are still clustered along the Nile today. What are the main differences in how the Nile is used today? What might be reasons that explain this use?</li> </ol>	<p><b>Invasion Games - Basketball</b></p> <p><b>LI: To develop the technique for the set shot.</b></p> <p><b>Warm Up: Everyone is it:</b> Children jog around the area looking for space to move in to. Introduce tag where all children are it. Play for 1 minute. In this time all pupils must keep count of how many people they tag. They cannot tag the pupil who just caught them and they cannot catch the same person twice in a row. Repeat the game, <b>can they beat their own score?</b></p> <p><b>4v4 basketball:</b> In groups of eight, pupils play four against four. One team begins with the ball from a start line.</p> <p><b>Cool down: What happens to your technique when you are shooting under pressure? Can you identify one thing you could do to improve your technique for next time?</b> Ask them to share this with the person next to them.</p> <p><b>Dance – Egyptian Dance (Dance Energy)</b></p> <p><b>LI: To share ideas of actions and dynamics to create a dance that shows a location.</b></p> <p><b>Main Learning: Exploration:</b> a Tell the children that how actions are performed is called dynamics. Show children pictures of life on the bank of the River Nile. For each graphic discuss elements that could inspire movement then ask the pupils to individually explore actions for each image. E.g. gliding slowly in outer space, spinning quickly like the propeller on the submarine, jumping explosively like the frog, rising and falling gracefully like the mountains. Share ideas as a class after each.</p>
	<p><b>Music</b></p>		
	<p><b>LI: To perform the songs I have learnt so far on the ukulele.</b></p> <p>Children will be giving the opportunity to practise playing the different songs they have learnt on the ukulele during the half term. The children will then perform the songs in pairs and small groups demonstrating their ability to play with accuracy, fluency and control.</p>		

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Art	Science	PSHCE	R.E
<p><b>LI: To create an art work using repeated prints.</b></p> <p><b>Input:</b> Using the teacher block print selected last week, model to children how to correctly apply the paint to their printing block and make a repeated pattern, point out that the paint will need to be reapplied so that the images do not have gaps where the paint was sparse. Also point out the importance of it not having too much paint so that smudging doesn't affect the crisp edges we want to maintain.</p> <p><b>Main task:</b> Using the printing blocks they created in the previous lesson; children create their repeated pattern.</p>	<p>LI: To explore magnetic poles and make predictions</p> <p>Children will learn what magnetic poles are. They will consider how opposite poles attract, and same repel. Children will use this knowledge to consider whether varying combinations of poles will attract or repel each other</p>	<p><b>LI: To recognise obstacles which might hinder my achievement and take steps to overcome them.</b></p> <p><b>Main Task –</b> In their teams, the children will continue with the garden design.</p> <p>By the end of this lesson they should have:</p> <ul style="list-style-type: none"> <li>• design drawn up by the Landscapers ready to show the class</li> <li>• Have some ideas for an event to open their garden for the people who they designed it for</li> <li>• Be ready to share their design and the open event idea with the class.</li> </ul>	<p>LI: To choose a miracle to perform to make the world a better place.</p> <p>Children will recap their understanding of miracles. They will consider what the world needs at the moment, and what miracle would make the world a better place.</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:**

**History:** For homework, research the 'Shaduf', an example of hydro-technology used in Ancient Egyptian farming. Use the research to create a non-chronological report about the shaduf.

This should include:

- Introduction- what is a shaduf?
- P1- What is the history of the shaduf?
- P2- How was it made?
- P3- How was it used?
- P3- in what way are modern irrigation tools inspired by the shaduf?
- Labelled diagram

