

## Weekly Overview Year Group: 3 Week beginning: 9th October 2023.



**Alexandra**  
Primary School

Aspire, Perform, Succeed

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English:	Stories with issues and dilemmas			
Monday	Tuesday	Wednesday	Thursday	Friday
<h1 style="font-size: 2em;">Reading Assessment</h1>	<p>To edit and improve sentences</p>	<p>To use apostrophes for contractions</p>	<h1 style="font-size: 2em;">Spag Assessment</h1>	<h1 style="font-size: 2em;">History Man School Workshop visit</h1>
	<p><b><u>Key Vocabulary:</u></b> <i>edit, proof-read, correct, effect, vocabulary, punctuation.</i></p> <p><b><u>Key Questions:</u></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><u>Key Vocabulary:</u></b> <i>apostrophes, punctuation, contractions, omitted, vowel, elision, syllable</i></p> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>• <i>What is an apostrophe?</i></li> <li>• <i>What are the functions of an apostrophe?</i></li> <li>• <i>In a contraction, which letters are omitted?</i></li> </ul>		
	<p><b><u>Starter (Mark my work):</u></b> 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><b><u>Watch me</u></b> Model improving the paragraph on the screen so that a variety of sentence openers are used (not only noun/ pronoun openers).</p> <p><b><u>Help me:</u></b> Rewrite the paragraph so that it has a balance of action and dialogue. Model how direct speech can be replaced with reported speech, and how dialogue is only necessary if it pertains to the plot.</p> <p><b><u>Show me:</u></b> Rewrite the two sentences as one complex sentence, using appropriate conjunctions.</p>	<p><b><u>Starter</u></b> Children read the paragraph from 'Escape from Pompeii' where the contractions are emboldened and underlined.</p> <p><i>What word class are these?</i></p> <p><b><u>Watch me</u></b> Explain what contractions are and how apostrophes are used to form them. The teacher will model how the vowel syllable in two words e.g. 'I am' can be omitted and replaced with an apostrophe to create the contracted form: I'm.</p> <p><b><u>Help me/ show me</u></b> Children then have a go at doing this independently before the main task.</p>		
	<p><b><u>Main task:</u></b> Children use their purple pen and the checklist to edit and improve their writing. This is a guided edit and children will be led through the process by their teacher</p>	<p><b><u>Main task:</u></b> Children complete the sentence level activities, using their knowledge from today's lesson to insert/ form contractions as specified in the task based on the text 'Stone Age Boy'.</p>		

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This week's reading focus: <b>Reading Strategy 6- Fix-up strategies</b>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>To define vocabulary using context clues within a text</b></p>	<p><b>To explore idioms</b></p>	<p><b>To use structure and organisation to clarify meaning</b></p>	<p><b>To reconstruct information in a concept map</b></p>	<h1 style="margin: 0;">History Man School Workshop visit</h1>
<p><b>Starter:</b> On screen, show children a bank of homophones and near homophones. <b>KQ: What are these words? How might their use within a text confuse the reader?</b> <b>Watch me/ help me/ show me:</b> Explain that the words we explored in the starter are homophones (words that sound the same but mean different things). Words with more than one meaning can affect the reader's ability to understand. Together, read the sentences and use the context clues to identify the correct meaning for each word. <b>Main task:</b> Children read the text and use it to infer the meaning of each homophone in context.</p>	<p><b>Starter:</b> Play catchphrase <b>Watch me:</b> Explain to the children that the game we just played involved figurative language (words and phrases not meant literally), specifically idioms. When authors use words and phrases with non-literal meaning, it can cause the reader to not understand. <b>Help me/ show me:</b> Read the text together and use context clues to infer the meaning of the idioms. <b>Main task:</b> Children complete the Idioms matching activity</p>	<p><b>Watch me:</b> Explain that longer texts, specifically those that use technical vocabulary could cause a 'break-down' in comprehension. Explain that in order to help the reader understand, authors organise their writing in a way to help the reader. <b>Help me:</b> Sort the organisational features into fiction/ non-fiction on the Venn diagram. (some may overlap) <b>Show me:</b> Use what we have learned to explore a text together and note features such as text boxes and subheadings. <b>Main task:</b> Children complete the non-fiction comprehension with focus on using text boxes/ subheadings to answer questions.</p>	<p><b>Starter:</b> Play a game where children are shown a picture on the screen and must memorise as many objects as possible. Cover the picture over and then ask children to jot down the names of the objects on their whiteboards. <b>Watch me:</b> Explain that the reason no one person was able to recall all of the information is that we each make connections to different things. Explain that this also happens when we read a long text where there are many events and pieces of information. Show children that by using strategy 4, and jotting down the main points on a concept chart as we are reading, we are able to keep track of information and make us more effective in summarising what we have read. <b>Help me/ show me:</b> Split the class in two (one makes notes on a concept chart and the other does not). Have children watch a clip about life in the Iron Age. When completed, ask them to recap the main points. Demonstrate that the group that used the concept chart were more successful. <b>Main task:</b> Read the non fiction text. Children use the concept chart to record their notes from the relevant sections to aid understanding and recall of what they have read.</p>	

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Handwriting	Spelling and dictation	Word of the day
<p><b>To form and join the letters: r, i</b></p>	<p><b>To explore words with the /k/ sound, spelt 'ch'</b></p>	<p><b>Monday: Agriculture</b>  <b>Tuesday: Forge</b>  <b>Wednesday: Evolve</b>  <b>Thursday: Excavation</b>  <b>Friday: Artefact</b></p>
<p><b>Introduction:</b> Children will do the 'ready to write' exercises to warm-up and stretch the muscles they will use for writing.</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).</p> <p><b>Help me/ Show me:</b>  <i>We will then learn how to form groups of letters, requiring this join, The teacher will model this, and children will trace/ copy: ri, ru, ry</i></p> <p><b>Main task:</b> Children practice this formation in the context of the following words:  <i>trick, true, trust, try, trip, running, rule, ripe, run</i></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:  <i>scheme, chorus, chemist, echo, character, ache, anchor, monarch, stomach, mechanic</i></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
	<b>Arithmetic Quiz - Year 3</b>	<p><b>L.I:</b> To apply our knowledge of adding and subtracting 1, 10 and 100 to solve problems</p>	<b>Problem Solving Quiz - 1</b>	<p><b>L.I:</b> To use formal written methods to add:                      -two 2-digit numbers                      -two 3-digit numbers (without exchange)</p>	<h1 style="margin: 0;">History Man School Workshop visit</h1>
<b>Key vocabulary and key questions</b>	<p><u><b>Key Vocabulary:</b></u> addend, sum, bonds, total, equal, subtraction, hundred, ten, ones, place value</p> <p><u><b>Key Questions:</b></u> What information do we have?                      What information do we need?                      How will we find the missing information?                      What method/strategy will we use to solve the problem?                      How can we check our solution?                      Where are these skills useful in real life?</p>		<p><u><b>Key Vocabulary:</b></u> addend, sum, bonds, total, equal, hundred, ten, place value, ones</p> <p><u><b>Key Questions:</b></u>                      How do we line up our digits and why?                      Which Place Value Column is being affected?                      How does it change using resources, illustrations and digits?</p>		
<b>Introduction and learning</b>	<p><u><b>Starter:</b></u> recap partitioning and ordering</p> <p><u><b>Ping Pong 1:</b></u> Identify the information we have in a problem.</p> <p><u><b>Ping Pong 2:</b></u> Identify what is missing and what we need to do to solve it.</p> <p><u><b>Ping Pong 3:</b></u> Solve the problem and check it.</p>		<p><u><b>Starter:</b></u> Place digits in Place Value Grid then add bonds to 10, 100 and 1000</p> <p><u><b>Ping Pong 1:</b></u> What do we remember from last year/lesson?                      Concrete into pictorial column into abstract addition of two, 2-digit numbers (no exchange)</p> <p><u><b>Ping Pong 2:</b></u>                      What do we remember from last year/lesson?                      Concrete into pictorial column into abstract addition of two, 3-digit numbers (no exchange)</p> <p><u><b>Ping Pong 3:</b></u> How can we apply this knowledge to solve some small problems? Spot the mistake.</p>		
<b>Activities and application of learning</b>		<p><u><b>Main Task:</b></u> Children work in small groups to crack a code using our adding and subtracting mentally from 3-digit numbers.</p> <p><u><b>Challenge:</b></u> Bonus questions involving crossing 1, 10 and 100 barriers.</p> <p><u><b>Support:</b></u> Use place value grid and counters. Number lines may also help. Physical objects can help further. Mixed ability groups.</p> <p><u><b>Plenary:</b></u> Discuss - what was our L.I? Then uncover it.                      Class mark-shared.</p>		<p><u><b>Main Task:</b></u> Children solve addition of 2 two-digit and 2 3-digit numbers using formal methods. <b>See Calculation policy.</b></p> <p><u><b>Challenge:</b></u> Film or plan a teacher's input on how to complete the above skill. Photos for learning wall.</p> <p><u><b>Support:</b></u> Use of Base 10, numicon etc.</p> <p><u><b>Plenary:</b></u> What if my adding takes me past 10, 100 or 1000?</p> <p>Teacher mark.</p>	

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

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Spanish	Reading- 20 minutes daily	Science	PE
<p><b><u>LI: To recognise and revise Spanish sounds</u></b></p> <p><b><u>Starter:</u></b></p> <p>Children will recap sounds from last lesson, and practice the Spanish alphabet again.</p> <p><b><u>Main task:</u></b></p> <p>Children will practice their sounds. They will practice identifying sounds and using phonetic spelling to help them write unfamiliar words.</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><b><u>Challenge:</u></b> Write a piece of 'fan fiction'. Think about what happens after the story ends. Write the next chapter.</p>	<p><b><u>LI: To explore soil and how it is formed</u></b></p> <p><b><u>Starter:</u></b></p> <p>Children will discuss their current knowledge of soil. How is it made? What is it used for?</p> <p><b><u>Main:</u></b></p> <p>Children will learn about how soil is made, the different layers of soil, and the different types of soil.</p> <p>They will then explore various soil samples, examining the features and traits of each example.</p>	<p><b><u>Fundamentals - To develop skipping in a rope</u></b></p> <p>Warm-Up: Popcorn game (like musical chairs but with cones and jumping instead).</p> <p>Main Learning: Children practise holding the rope correctly, then skipping by stepping over, without jumping. They then try with a jump. This is all individual skipping.</p> <p>Children choose a level of challenge right for them and take on the challenge presented.</p> <p>Plenary: Identify resilient moments and improvement moments.</p> <p><b><u>Striking and fielding - Rounders - To develop batting techniques and tactics linked to where the ball is struck to</u></b></p> <p>Warm-Up: Child led stretches - dynamic.</p> <p>Main Learning: Children get familiar with their bat (racquet in this case) by bouncing and catching the ball on their racquet.</p> <p>In pairs, practise bowling and batting to each other.</p> <p>Children make groups of 4. 1 batter, fielder, bowler and backstop. They practise first then play small 'mini-rounders' game.</p> <p>Plenary: What were our teaching points? What did you personally find most useful.</p>



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PSHE	Topic	Art	R.E
<p><b>LI: To understand that my actions affect myself and I care about other people's feelings</b></p> <p><b>Warm-up:</b> Calm activity - recap mindful breathing and our PSHE Rules.</p> <p><b>Main Teaching:</b> Discuss our rights - linked to charter. How do we respect these rights? Look at various scenarios and decide on the responsible and irresponsible choices made. Discuss each in turn and decide what the correct choice would have been.</p> <p><b>Plenary:</b> Add the discussed respecting of rights to our Class Charters. Draw attention to the rewards and consequences we have in school.</p>	<h2>History Man School Workshop visit</h2>	<p><b>LI: To develop intricate patterns/ marks with a variety of media</b></p> <p><b>Starter:</b> Show children two images of the same object: one merely a line- drawing and the other has shading and etching used to create perception. <b>KQ: What is different about the images?</b></p> <p><b>Watch me:</b> Using the video, model to children how different types of mark making can be used to create texture and perspective:</p> <p><b>Main task 1:</b> Children explore different grades of pencil for mark-making and keep a record in their sketchbooks.</p> <p><b>Main task 2:</b> Children then improve and advance their drawings from the previous lesson, using a different medium, charcoal, in their work.</p>	<p><b>LI: To understand how religious festivals can create a sense of belonging</b></p> <p><b>Starter:</b> Recap and class discussion. Why is Diwali celebrated? Why are lanterns and rangoli made?</p> <p><b>Main task:</b> Children will consider the point of view of others, and discuss how religious festivals can create a sense of belonging. They will then consider why Diwali is important to Hindu children.</p>

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Homework	Music	Computing
<p><b>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.</b></p> <p><b>Reading.</b> Read for at least 20 minutes every day. Record what you have read in your Pupil Planner reading log.</p> <p><b>Doodle.</b> Complete Maths, Times-Tables, English and Spelling activities so that you stay in the Green zone.</p> <p><b>Times Tables Rockstars: Rock Stars Battle of Year 3</b> Complete your Sound checks 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><u><b>L.I: To improvise a piece of Indian music using a drone, rag and tal</b></u></p> <p><b>Starter:</b> Listen to the Tabla Ecstasy and identify the drone and rag in this piece.</p> <p><b>Main Learning:</b> The children in pairs or small groups, create 3 different sounds using their drums. They give each a name Dhin na tin, then play their instruments using the following rhythm: Dhin na dhin dhin na tin na dhin dhin na.</p> <p>They then improvise and create their own rhythm.</p> <p>They then include a drone and the rag they created in class from previous lessons.</p> <p>Plenary: Children perform and record their pieces.</p>	<p><u><b>LI: to discover how digital devices work</b></u></p> <p><b>Starter:</b> Children will discuss what they already know about digital devices and their functions.</p> <p><b>Main</b> Children will learn what an input and an output is. They will then explore examples of an input and output in practice.</p>