Weekly Overview Year Group: 3   Week beginning: 11th September 2023.

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English:	Performance Poetry			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
LI: To explore the author's use of language	LI: To identify the features of a text	LI: To modify a root word by adding a suffix	LI: To compose a text using appropriate style and structure (shared Write)	LI: To perform a poem
Key Vocabulary: *vocabulary, definition, inference, clues, connections, existing knowledge, deduce* *Key Questions:* ● *How do we deduce the meaning of words from a text?* ● *How does our existing knowledge play a part in this activity?* ● *What different ways might a vocabulary question be asked?*	**Key Vocabulary:** language, lines, verses, rhythm, rhyme, topic, alliteration, punch-line **Key Questions:** ● What is a limerick? ● What is the purpose of a limerick? ● How is a limerick structured? ● What features does it have? ● How does a limerick differ from other narrative poems?	**Key Vocabulary:** Root word, suffix, past tense, abstract noun, plural **Key Questions:** ● What is a suffix? ● How can its use modify a verb? ● What rules should be followed for using a suffix? ● What different suffixes are there? ● Can all nouns be modified by a suffix?	*Key Vocabulary:* *syllables, lines, purpose, rhyme, rhythm, pattern, theme, topic, style* *Key Questions:* ● *How are poems structured?* ● *Using what we know, from the stone-age poems we have read, what sort of a template should we use to draft our new poem?* ● *Why might we need to edit and change the word order of certain lines?*	*Key Vocabulary:* *Performance, entertainment, intonation, volume, action, recite, recall, audience.* *Key Questions:* ● *What makes a good poetry performance?* ● *How can voice and intonation be used to emphasise certain aspects of a poem e.g. rhyme and rhythm?* ● *How could props be used to make a poetry recital even more engaging?*
Starter: Children view a word from the poem displayed on screen 'deed'. Children discuss with their partner what it means and act it out.. **Watch me/ help me/ show me:** The teacher will model different types of vocab questions and explore shades of meaning, using words and images from the class text. Children come up with synonyms for the words explored so far, using images to give context'. **Mini task:** Children verbalise use of the words on the board, in a sentence with actions (photos to be taken to stick into books)	**Starter** On screen display the two poems that we read last week.. *What do you notice about the language and structure?* **Watch me:** The teacher will share the poem with children and text mark the features, using the key. **Help me:** Identify the rhyming words and rhyming scheme. **Show me**: What examples of poetry features can you recall that other poems have but this one does not?	**Starter:** On screen, show children a selection of words. KQ: Which of these words have been modified by adding a suffix to a root word? **Watch me**: Explain what a root word is and how the meaning of a root word can be adapted by adding a prefix or a suffix (revise these terms if needed). Model how different suffixes do different things e.g. ● Change a verb to past tense ● Change a verb to an abstract noun ● Demonstrate plurals **Help me**: Identify the words in the poem 'The Quarry' that have been modified using a suffix **Show me:** Match the root word to the correct suffix.	**Starter** Odd one out: read the features on the board. *Which feature does not belong to a poem?* **Watch me:** Model to the class, how to create a frame for this type of poem. What ideas can we 'magpie' from the original poem? **Help me:** The Original poem was about a mammoth being hunted by stone-age men. What theme could our new poem have? Together, build a word bank **Show me:** Focus on description: prepositional phrases, similes, abstract nouns.	**Starter:** Children watch a poetry performance. What makes it enjoyable? **Watch me** Create a success criterion for a good poetry performance: ● Clear ● Good intonation ● actions/ gesture ● props ● Vocal inflection to emphasise the rhyme pattern and rhythm. **Help me/Show me:** Children come up with appropriate actions for the underlined verbs in the poems.
Main task: *Children read the text and complete the vocabulary worksheet.* *Challenge:* *Which of the words and phrases explored in today's lesson had more than one meaning? How might this confuse the reader?*	**Main task:** Children re-read the model text and use the key to text mark the features. **Challenge:** *What feature was used that you liked? What impact did it have on you as the reader?*	**Main task**: Using the knowledge acquired in today's lesson, children complete the tasks: ● Close procedure ● Matching ● reverting **Challenge:** Children create their own learning poster about suffixes.	**Main task:** Using the word banks and the template derived in today's lesson, together, write our own new stone-age poem.	**Main task:** Children prepare a performance of our new poem, using the success criteria and the skills developed across the week. Children then perform their poem to the class. **Challenge**: Children suggest one thing they thought was good for each performance and share with the performer.

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This week's reading focus: Reading Strategy 2-Making predictions

Monday To use prior knowledge to form predictions/ speculations	Tuesday To form questions about a text	Wednesday To identify key information in a text	Thursday To identify the causal links between events in a text	Friday To select and combine information from different sources.
Children look at a picture from the front cover of a text or from the content itself. What questions do we have? What connections can we make? Putting our clues together, what do we think is happening in this picture? What do we think this text will be about?	Children become detectives and begin to raise questions about a picture from a text and then repeat the same with a short excerpt from a text. Key information is highlighted and the plot of the excerpt is focused upon. Children have a text excerpt that they annotate with questions arising from what they read.	Children identify and highlight the key information/theme/ events from a picture from a text. This leads into a short excerpt from a text. There are some multiple choice and true and false questions to test understanding.	Children look at pictorial events and identify what could have caused the event and what happened in the event. This leads to written scenarios, where the children discuss as teams and show their thoughts on a whiteboard.	Children complete a comprehension set of questions from a provided set of paragraphs. The questions are a range of structures and are an application of skills from this week's, prediction-based learning.

Handwriting	Spelling and dictation	Word of the day
To form and join the letters: u, t **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:* ut, ute *Main task: Children practise this formation in the context of the following words:* cut, cute, parachute, but, nut, hut, route	**To explore words with the long /a/ vowel sound spelt 'ei'** 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: **vein, neighbour, weigh, eight, they, obey, grey, reindeer, beige, veil**	**Monday:** Aeon **Tuesday:** Palaeolithic **Wednesday:** Primitive **Thursday:** Hunter **Friday:** Gatherer Children explore the meaning of the words, use them in sentences and complete a 'word wizard' activity for their favourite one. *Across the half term, each child presents their favourite 'word of the day' to the class through games such as hangman.*

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To recognise hundreds.	LI: To represent numbers to 1000.	LI: To partition numbers to 1000.	LI: To partition numbers to 1000.	LI: To identify Hundreds, Tens and Ones.
Key vocabulary and key questions	**KV:** Partitioning Ones/Tens/Hundreds **KQ:** What does partition mean? How do we represent Ones/Tens? How could we represent hundreds? How do you know its 100?	**KV:** partitioning Ones/Tens/Hundreds/Thousands **KQ:** How do we make 1000? Which number is missing? How do you know?	**KV:** partitioning Ones/Tens/Hundreds/Thousands **KQ:** What does partition mean? How do we make 1000? Which number is missing? How do you know?	**KV:** partitioning Ones/Tens/Hundreds/Thousands **KQ:** What does partition mean? How do we make 1000? Which number is missing? How do you know?	**KV:** partitioning Ones/Tens/Hundreds/Thousands **KQ:** What does partition mean? How do we make 1000? Which number is missing? How do you know?
Introduction and learning	Children watch video to help with counting in hundreds: https://www.youtube.com/watch?v=l3R6wdHs9n8&ab_channel=ScratchGarden Discuss what hundreds look like and how we can make 100. Link to 10x tables. Show different representations of numbers, discuss which shows 100 - how do they know? Show different visuals and children identify what number is shown and how they know.	Discuss with class how 1000 is made using Ones, Tens and Hundreds. Children watch video to help with counting in hundreds: https://www.youtube.com/watch?v=l3R6wdHs9n8&ab_channel=ScratchGarden Demonstrate counting the Ones, Tens and Hundreds to create a number using visuals. Children independently count the visuals to create a number. Repeat process. Discuss misconception (miscounting) Discuss the number shown and what visual missing to create said number.	Children shown 3 different numbers with the number 6 in different place value locations - discuss what each 6 represents. Display a hundreds number - children to complete the stem sentence by identifying the hundreds, tens and ones. Repeat and discuss misconceptions. Show children a part whole model - discuss what mistake has been made and how to fix it.	Display a part whole model to children, they complete the equation provided by partitioning the number. Children partition another hundreds number and then demonstrate how to partition in a different combination. Children discuss the statements being provided to decide which person is correct using their knowledge of partitioning hundreds numbers to support.	Display a part whole model to children, they complete the equation provided by partitioning the number. Children partition another hundreds number and then demonstrate how to partition in a different combination. Compare and contrast the different representations the children have just seen. Display a mixture of place value counters, they create the number and the matching addition equations.
Activities	**T1:** Children use the visuals to decipher what number is being shown. **T2:** Children solve some word problems explaining what they know about 100s. **T3:** Children solve reasoning problems using their knowledge of making 100s to support.	**T1:** Children use the visuals to decipher what number is being displayed. **T2:** Children create visuals to represent the numbers provided. **T3:** Children solve reasoning problems by identifying the missing part of a number.	**T1:** Children to complete the stem sentences for the numbers displayed. **T2:** Children complete the missing number equations using their knowledge of hundreds. **T3:** Children solve reasoning problems about partitioning hundreds of numbers.	**T1:** Using dice, children create 3 digit numbers and demonstrate how they can partition these. **T2:** Children explain the true or false question provided.	**T1:** Children use place value counters to determine which numbers. **T2:** Children partition numbers using place value counters. **T3:** Children solve reasoning problems using place value counters.

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

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Spanish	Music	Science	PE
La Fonética (Phonetics & Pronunciation) The aim of this unit is to look at a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and also be able to read with improved accuracy in Spanish. In this lesson, we will look at the first 5 Spanish sounds out of a total of 20 in the whole unit. These sounds are: 'CH', 'J', 'Ñ', 'LL' and 'RR'.	**L.I: To develop an opinion of Indian music and identify the instruments most commonly used** Children are introduced to the instruments most commonly used in the music. Together and then independently, children match the sound of the instruments to the instrument themselves, just by hearing. **Main**: Children learn about the 2 basic structures of this Indian Music and try and identify the 2 styles within the music.	**LI: To investigate properties of rocks.** Children will be learning about different rocks and how they are used around the world for different jobs. **Task:** Children will be split into 2 groups, one group will be investigating scratchproof rocks and the other group will investigate waterproof rocks. Once complete the groups will swap over.	**Outdoor (Striking and Fielding)** **LI: To apply the bowling action and rules of bowling into game situations** **Main Task:** Game of 6 (1 bowler, 1 batter, 3 fielders, 1 umpire) with points awarded for bowling as well as batting. **Indoor (Fundamentals Skills)** **LI: To apply the skill of balancing and recognise the importance in various activities.** **Main Task:** Children compete in small events that require balance and control to succeed. They compete against themselves and another pair/teacher.

PSHE	Topic	Art	R.E
LI: To know how to make others feel valued **L.I: To realise that every child has Rights** **Help me/Show Me:** Children sort the Rights that they believe are important in a school setting. **Main Task:** The class Vote on the 5 most relevant Rights to them and the class. These will be the Rights that will create the Class Charter.	**To put events in chronological order** Show children the blank timeline and point out BC/ BCE and AD/CE. Explain what these terms mean. Give children some cards with major historical events shown on them. Where on the timeline would they fit? Point out that timelines are a bit like positive and negative numbers; the further away from 0, in tether direction, the numbers will increase. Show me: Where would 65 million years ago be on the timeline? **Main task:** Using the cards with events on them from the stone age to the Iron age, children place the key events in chronological order.	**LI: To explore the work historical artists and identify the significance of their work** **LI: To use a sketchbook to record explorations and experimentations with artistic ideas** Children are introduced to cave art and reflect upon the purpose of the drawings, and what materials might have been used to create them. **Main task:** children select a drawing they connected with most. Developing their sense of proportion in drawing, children replicate their selected cave-drawing.	**LI: To understand what it means to belong to a group** **Watch me/help me/show me:** Children will discuss what joins the groups they are part of. They will learn that groups share common values, ideas and/or goals, and consider which of these the groups they belong to have. **Main task:** Children will create a mission or goal for a group of their own. They will create a name and design a logo for their group.

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Homework	Music	Computing
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. **Doodle.** Complete Maths, Times-Tables, English and Spelling activities so that you stay in the Green zone. **Times Tables Rockstars: Rock Stars Battle of Year 3** 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.	<u>**L.I: To develop an opinion of Indian music and identify the instruments most commonly used**</u> Children are introduced to the instruments most commonly used in the music. Together and then independently, children match the sound of the instruments to the instrument themselves, just by hearing. **Main**: Children learn about the 2 basic structures of this Indian Music and try and identify the 2 styles within the music.	<u>**LI: To understand how the internet can be used to share beliefs, opinions and facts**</u> Watch a hoax video about spaghetti growing on trees and discuss how everything we read on the internet isn't necessarily true. **Task:** Discuss "fake news" and what it means.