

Weekly Overview Year Group: 3 Week beginning: 12th December 2022.

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English- Information texts				
Monday	Tuesday	Wednesday	Thursday	Friday
LI: To identify and use formal language	LI: To deduce the meaning of words from context.	LI: To identify the features of a text.	LI: To identify the main components of a sentence	LI: To combine information from various sources
<p>Key Vocabulary: information, purpose, audience, tone, sentence structure, vocabulary, formal, informal</p> <p>Key Questions: What</p>	<p>Key Vocabulary: vocabulary, definition, inference, clues, connections, existing knowledge, deduce</p> <p>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?</p>	<p>Key Vocabulary: title, subheading, conjunction, technical vocabulary, formal language, fact, opinion.</p> <p>Key Questions: How do we know what the article is about? What purpose does the first paragraph serve? Why are quotes included and not reported speech?</p>	<p>Key Vocabulary: subject, object, verb, article, determiner, preposition.</p> <p>Key Questions: What does a basic sentence need? What role does the verb play in a sentence? How does the verb impact on the nouns in the sentence? If the nouns are swapped over, what impact does this have on the meaning of the sentence?</p>	<p>Key Vocabulary: questions, facts, opinions, summarise, synthesis, research, systematic, purpose, audience</p> <p>Key Questions:</p> <ul style="list-style-type: none"> Why must we consider purpose and audience carefully? What reading strategies do we use when researching? How can we decide what information to record, when researching, and which to discard?
<p>Starter: Introduce children to the topic 'Information texts'. Get them to work in groups of 3 to note down on their whiteboards, as many types of information text as they can. Children give feedback and these are to be added to the working wall.</p> <p>Watch me: Explain that because information texts give information about serious topics and for people we don't know, they usually have a formal tone. However not all texts do.</p> <p>Mini tasks: children use their prior knowledge to sort the texts into 3 groups: those that use formal language, those that use informal language and those that might be both. Watch me: Identify examples of formal language in an information text</p> <p>Help me: Answer the questions about formal language</p> <p>Show me: How the piece of text could be improved by making the language more formal</p>	<p>Starter: Children view a picture on screen with a sentence where a homophone is used. They need to match the word to the correct definition, based on the clues from the sentence and the picture. They need to be able to justify their opinion and feed this back to the class.</p> <p>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.</p> <p>Children come up with synonyms for the words explored so far, using images to give contexti'.</p> <p>Mini task: Children verbalise use of the words on the board, in a sentence with actions (photos to be taken to stick into books)</p>	<p>Starter Sort the features- what belongs in a newspaper report and what does not?</p> <p>Watch me: Using the model text , mark the title, by-line and quotes</p> <p>Help me: 'Text-mark' the information in the orientation that tells us: Who? What? Where? When? and Why?</p> <p>Show me: Identify an example of a fact and an opinion in the text.</p>	<p>Starter True or false: A 'sentence' can only be described as such, if it has a verb.</p> <p>Children will discuss with their partner and then feedback their ideas (ensure that children understand that the answer is 'true'- words such as 'is, are, were' are different tense forms of the auxiliary verb 'to be')</p> <p>e.g. Lucy was sad</p> <p>Lucy = the subject (the noun performing the verb)</p> <p>Was= auxiliary verb</p> <p>Sad= if used in front of the noun (sad Lucy) would be an adjective but, used in conjunction with the auxiliary verb becomes an adverb (describing Lucy's state of being). This formation is referred to as a 'verb chain'.</p> <p>Watch me: Model the components that even the most simple of sentences must have (a subject and verb, or, an object and verb).</p> <p>Using colourful semantics, model these elements of a sentence, showing how some sentences have all three.</p> <p>Help me: Identify the components in each sentence.</p> <p>Show me: Insert an appropriate subject/ object or verb to the sentences to make them complete and correct.</p>	<p>Starter: Explain that this week, we will be writing our own information text about a creature, however, instead of it being about 'trolls', it will be about 'dragons'. Let's think about the purpose and audience.</p> <p>KQ. What sort of person might make up the audience, and what questions would they have?</p> <p>Children jot down their ideas and then, feedback to the class.</p> <p>Watch me: Let's look back at our model text (Terrific Trolls) to magpie ideas about what information to include and create a graphic organiser and generate suitable subheadings for our shared text.</p> <p>Help me: When we research, we scan for relevant information, isolating it from other information. Help me scan the text to record facts about the diet of dragons.</p> <p>Show me: Sometimes, we don't get all the information from one source, and we have to summarise and 'put together' information from various sources. This is called synthesis.</p> <p>Children scan, summarise and synthesise information from various texts to gather appropriate information for our introduction (definition) paragraph. Using their whiteboards to feedback, the teacher will collate their ideas on the IWB.</p>
<p>Main task: Children use the knowledge developed in today's lesson and the success criteria to answer the questions about formal language (children needing support to work on the worksheet)</p>	<p>Main task: Children read the text and complete the vocabulary worksheet.</p> <p>Challenge: Sort the language- what belongs in a non-chronological report and what does not?</p>	<p>Main task: Children read the non-chronological report and mark the features.</p>	<p>Main task: Children complete the 'sentence level' tasks for their group.</p> <p>Challenge: How would the meaning of the sentence change if the focus of the sentence changed from what the subject was doing, to what was happening to the object? e.g. 'Goblins eat fish.' would become: 'Fish is eaten by goblins'. This is called the passive voice/ form.</p> <p>Extension: Rewrite the 3 'active' sentences on the screen as 'passive' sentences.</p>	<p>Main task: Children work in pairs to complete the graphic organiser, noting appropriate facts (as bullet points) for the shared text.</p> <p>Plenary (after each section, throughout the lesson): Teacher to collate class ideas on a giant version of the graphic organiser on the working wall.</p>

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This week's reading focus: Reading Strategy 6 - Fix-up strategies				
Monday To form questions about a text.	Tuesday To apply prior knowledge/ context information to comprehend a text	Wednesday To reconstruct information in a concept map	Thursday LI: To deduce the meaning of words from context	Friday To use structure and organisation to clarify meaning
<p>Input: Last week, we explored some of the barriers that readers have to comprehension. Explain that something good readers do to help them make sense of a text is to form questions about it. Explore what makes a good question, using 5 Ws.</p> <p>Main task: Together, read the text about land use and annotate it with questions that we form.</p>	<p>Input: Synthesising is an important reading strategy, especially if the reader is reading for the purpose of researching, like we are for our double-page spread. Synthesising is the process of pulling together background knowledge, newly learned ideas, connections, inferences and summaries from more than one text. This can be tricky as it is a lot of words and ideas to understand. However, good readers use prior knowledge to help them. This is what we have been doing on our mind-map for Geography.</p> <p>Main task: children read the text about the UK and using the subheadings, record their selected information onto their on-going mind map</p>	<p>Input: Following the IWB, the children will learn that when readers synthesise information, they bring together facts from multiple sources to create an overall understanding of the material. Readers blend their background knowledge, new information from the reading, and facts learned in discussion to develop a deeper level of comprehension. The children will be taught that one easy approach to learning synthesising is the REST method.</p> <p>R – read two different sources about a topic and record ideas. E – edit notes and combine concepts that are similar. S – synthesise by combining notes with what you already know about the topic. T – think about your new ideas and connect them to what you already know.</p> <p>Main task: The children are to use the text to gather relevant information about settlements and land use in the UK</p>	<p>Input: 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'.</p> <p>Mini task: Children verbalise use of the words on the board (linked to settlements and land use), in a sentence with actions (photos to be taken to stick into books)</p> <p>Main task: Children read the text and complete the vocabulary worksheet</p>	<p>Input: In previous weeks, we developed Reading Strategy 4. Today we will be using those skills to help us when summarising and synthesising.</p> <p>Summarising is: to give an outline of a topic, identifying the key ideas.</p> <p>Synthesis is: the joining together of information from different places to create an idea.</p> <p>Model how we can use 'determining importance' in achieving this.</p> <p>Activity: The children will read the non-fiction text about the settlements in the UK and define technical vocabulary using context information, identify the key information.</p> <p>Plenary: Children add these ideas to their mind map (ongoing to support their double page spread in History)</p>

Handwriting	Spelling and dictation	Word of the day
<p>To form and join the letters: ai</p> <p>Introduction: Children will do the 'ready to write' exercises to warm-up and stretch the muscles they will use for writing.</p> <p>Watch me: 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).</p> <p>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: ai, al, ay</p> <p>Main task: Children practise this formation in the context of the following words: tail, tale, play, tray, stray, sale, pail, sail, gale</p>	<p>To recall and apply spelling rules (assessment)</p> <p>Commonly mis-spelt spellings from the term: mystery, rhyme, measure, pleasure, fracture, decision, division, invasion, diversion, poisonous, dangerous, adventurous, generous, misbehave, disobey, disappear, impossible, reappear, immobile, improbable</p> <p>Revision methods:</p> <ul style="list-style-type: none"> • spelling scribble • word pyramids • word pictures • words within words • look, cover, write, check • number of syllables 	<p>Monday: sinew Tuesday: muscle Wednesday: nerve Thursday: joint Friday: repair</p>

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	To solve word problems.	To solve word problems.	To recap additional skills.	To recap subtraction skills.	To apply adding and subtracting skills.
Key vocabulary and key questions	Key Vocab: factors, multiples, products Key Questions: What information do we have? What information do we have most of? What information do we need? How will we calculate the missing information? How will we check our solutions?	Key Vocab: multiply, divide, increase, decrease, ...times larger/smaller Key Questions: What information do we have? What information do we have most of? What information do we need? How will we calculate the missing information? How will we check our solutions?	Key Vocab: same as, equal to, multiply, divide, product, quotient, dividend, factor, divisor, equivalent Key Questions: What information do we have? What information do we have most of? What information do we need? How will we calculate the missing information? How will we check our solutions?	Key Vocab: correspondence, combination, options, systematic, factors, products Key Questions: What information do we have? What information do we have most of? What information do we need? How many ways can we...? How will we calculate the missing information? How will we check our solutions?	Key Vocab: correspondence, combination, options, systematic, factors, products Key Questions: What information do we have? What information do we have most of? What information do we need? How many ways can we...? How will we calculate the missing information? How will we check our solutions?
Introduction and learning	Children are introduced to a range of word problems based on the skills of multiplying and dividing. Children will work together in pairs to identify the key features of the word problem before solving them on whiteboards.	Children are presented with word problems where the numbers are missing. The key is to discuss the language being used and how to solve them. Children then independently solve the word problem presented to them.	Children will be recapping the adding skills across the tens and hundreds. Teachers will identify and address any misconceptions that arise. As a class, discuss the reasoning problem and explain the mistake being shared.	Children will be recapping the subtraction skills across the tens and hundreds. Teachers will identify and address any misconceptions that arise. As a class, discuss the reasoning problem and explain the mistake being shared.	Children are presented with word problems where the numbers are missing. The key is to discuss the language being used and how to solve them. Children then independently solve the word problem presented to them.
Activities and application of learning	T1: Children to solve simple word problems. T2: Children to solve more complex word problems. T3: Children apply knowledge of multiples to solve more complex equations.	Children solve a range of word problems based on division and multiplication.	T1: Children to solve equations that do not cross place value columns to build confidence. T2: Children solve equations that do cross place value columns. T3: Children use knowledge of adding to find the missing numbers in the partially completed equations.	T1: Children to solve equations that do not cross place value columns to build confidence. T2: Children solve equations that do cross place value columns. T3: Children use knowledge of subtraction to find the missing numbers in the partially completed equations.	Children will solve a range of word problems based on recapped skills.

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

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Spanish	Reading- 20 minutes daily	Topic- Geography	PE
<p>LI: to practice our knowledge in conversation</p> <p>Children will revise the knowledge and vocabulary we have covered this term. They will practice their Spanish by asking and answering questions 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><u>LI: To present geographical knowledge, vocabulary and diagrams.</u></p> <p><u>Watch me:</u> Explain that this week, we will be using the knowledge and skills we have developed to create a double-page spread, answering the 'big question':</p> <p><i>How does land use across the UK affect settlement type?</i></p> <p>Main Task 1: Through the week's reading lessons children will research particular case studies about UK settlements and land use to answer the 'big question'.</p>	<p>Tag Rugby (Invasion games)</p> <p>L.I: To develop defending skills and use them in a game situation.</p> <p>Main Learning:</p> <p>1. Children play a mini-game of 1v1, one child starts at the cone, their aim is to reach the second cone before their partner tags them..</p> <p><u>LI: To develop dribbling a ball with hands..</u></p> <p>Main Learning:</p> <p>1. Exploring dribbling: Children have a ball each and find a space. They need to find a space and practise dribbling their ball with their hand. Dribbling with one hand, on the spot, with their eyes closed, whilst hopping, moving sideways.</p>
DT (CAD)	Science	DT	R.E
<p><u>LI: To draw and manipulate 2D shapes, using computer-aided design (CAD), to produce a point of sale badge.</u></p> <p><i>What persuades you to buy something when you are in a shop?</i></p> <p>Children will have images from shops that catch our idea i.e. sales, buy one get one free.</p> <p><i>What is a point of sale display?</i></p> <p>Children will learn that it is a mixture of images and persuasive language encouraging you to buy. Children will refer back to their design criteria from lesson 1 and think about what features their POS will need to have. Children will use the Sketchpad APP on the ipad to design their point of scale.</p>	<p>LI: To evaluate our understanding and knowledge.</p> <p>Children will recap their knowledge and understanding from our unit. They shall then evaluate their own progress and understanding through a quiz and completing their KWL.</p>	<p><u>LI: To evaluate our product.</u></p> <p>Children will complete an evaluation of each element of their product, from the design to the coding, using set questions.</p> <p><i>What are you proud of?</i></p> <p><i>How did your product meet the design criteria?</i></p> <p><i>If you had the chance to repeat the process what would you do differently? Why?</i></p>	<p>LI: to evaluate our gifts to the world.</p> <p>Children will share the gifts to the world they created the previous lesson. They will recap what makes a good gift, and why we give gifts. Children will then decide as a class what our gift to the world should be.</p>



Alexandra
Primary School

Aspire, Perform, Succeed

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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><u>Prepare for the Spring Topic - Ancient Egyptians:</u> <i>Research, create and prepare a display/presentation piece of work of your choice based on Ancient Egypt.</i></p> <p><i>Your themes could be:</i></p> <ol style="list-style-type: none"> 1) Egyptian Gods/Goddesses; 2) How Ancient Egyptians lived e.g. food, lifestyle, homes, jobs, education etc; 3) Hieroglyphics and languages; 4) Ancient Egyptian Historical Artefacts/ Locations e.g. pyramids; sarcophagi etc. 5) Famous People from the Ancient Egyptian Civilisation e.g. pharaohs; 6) Timeline of Key Ancient Egyptian events. <p><i>These could take the form of:</i></p> <ol style="list-style-type: none"> a) Printed or written research; b) Powerpoints (uploaded onto Google Classroom); c) Art and craft display/models; d) Information booklets or posters; e) Diary entries/reports/poems/stories/comic strips; <p><i>Just to name a few.</i> <i>These will be presented and displayed at school, so practise your presentation skills too.</i></p> <p>This will be DUE FRIDAY 12TH JANUARY, 2024.</p>	<p><u>LI: to evaluate the impact of adding other media to an animation</u></p> <p>Children will continue to work on their animations, discussing how the use of different types of media within an animation can enhance a story. They will then present their completed animations to the class.</p>	<p>Ukulele with Hounslow Music Service</p> <p><u>LI: To recognise and apply the notes G7 and G6.</u></p> <p>Children will have the opportunity to identify the different notes on the ukulele and apply the notes G7 and G6 in short sequences.</p>