

Weekly Overview Year Group: 3 Week beginning: 17th July 2023.



Alexandra
Primary School

Aspire, Perform, Succeed

Every Monday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on Monday and will be expected to be completed by the Friday of that week.

English:	Comics	
Lesson 1	Lesson 2	Lesson 3
<p>LI: To adapt language and style for a range of purposes and contexts LI: To integrate dialogue in narratives to convey character and advance the action.</p>	<p>LI: To use a range of devices to build cohesion.</p>	<p>LI: To edit and improve a text</p>
<p>Key Vocabulary: comic, graphic novel, character, illustration, speech bubbles, panel, frame, balloon, bubble, tier, caption, script, gutter Key Questions: How is dialogue presented in a comic? How are speech bubbles varied to convey mood, character personality and volume? How is the character developed through illustration? Are simple or detailed illustrations best?</p>	<p>Key Vocabulary: comic, graphic novel, character, illustration, speech bubbles, panel, frame, balloon, bubble, tier, caption, script, gutter Key Questions: How is the passing of time expressed in a comic? How are caption boxes used to move the story on or add important information? How do differently styled panels help emphasise certain details or create suspense?</p>	<p>Key Vocabulary: edit, proof-read, correct, effect, vocabulary, punctuation. Key Questions: What does 'proof-reading' mean? How are proof-reading and editing different? What things should we focus on when editing?</p>
<p>Starter: On screen, show the same section of the model text in the following genres:</p> <ul style="list-style-type: none"> ● narrative ● playscript ● comic <p>KQ: What is the main focus of each and how is that aspect of the plot laid out? Why might that be? Watch me: Explore the way in which dialogue is used to move the narrative on in a comic and the different types of bubbles/ balloons used to organise the dialogue. Demonstrate how special effect balloons are used to convey mood and volume. Help me: to add dialogue to our plan using the skills we learned from the play script unit Character: dialogue (verbs, adverbs and adjectives). Show me: What the main character looks like. Using the Minnie the Minx tutorial, adapt the basic formation to suit our character e.g. different hair, clothes, facial expression.</p>	<p>Starter: On screen show a variety of comic samples, including the model text, that show the passing of time or cause and effect, using stylistic devices. Partner talk: What is the purpose of these devices and are they necessary? Watch me: Model why this 'signalling language' is very important in a comic. Unlike movies or books, comics don't include as much description and so that the sequence of events are clear the reader understands (cohesion), this language is important. Together look at several different layout options for this type of language and the resulting impact on the reader. Help me/ show me: select appropriate 'signalling language' for the panel.</p>	<p>Starter using a child's work displayed on the screen (anonymously and not from that class), children discuss what they like about the writer's comic so far. What would they 'magpie' from the composition for use in their own work? Watch me/ help me/ show me: Children swap and read each other's comics and give verbal feedback on what is going well and what needs to change/ improve</p>

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<p>Main task: Using the knowledge about comics that we have gathered this week, and the writing skills we have developed all year, begin to compose the comic strip.</p>	<p>Main task: Children continue their comics, ensuring they have included appropriate signalling language. Mini plenary: Before the colouring process, children swap with their partner to make editing suggestions for language, punctuation, layout and stylistic features.</p>	<p>Main task: Children then complete any editing before colouring and publishing their comics. Main task 2: Children design and publish a cover page for their comic.</p>
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Maths	Lesson 1	Lesson 2
	LI: To solve word problems.	LI: To solve word problems.
Key vocabulary and key questions	<p>Key Vocabulary: key words addition subtraction difference more than/ less than</p> <p>Key Questions: What are the steps for solving a word problem? What does the difference mean? What operation does 'more than' involve? What is the key information in the question?</p>	<p>Key Vocabulary: key words addition subtraction difference more than/ less than</p> <p>Key Questions: What are the steps for solving a word problem? What does the difference mean? What operation does 'more than' involve? What is the key information in the question?</p>
Introduction and learning	<p>Introduce the first word problem to class - explain the steps for solving these and demonstrate highlighting the key information and removing the unimportant information.</p> <p>Allow children to independently solve the next word problem - highlight key info as a class and discuss what the equation would be focused on.</p> <p>Repeat the process but discuss the term 'difference'. Repeat again but discuss the term 'more than'.</p>	<p>Children will be working through a series of interconnecting word problems. They will work in pairs to solve the problems that vary in skills, from adding, subtracting to multiplying and dividing.</p> <p>Children will then use the answers they find to solve some of the main clues for the project.</p> <p>They will present their findings and solve the mystery case using the answers they have collated – if mistakes are made, children will be encouraged to go and try these areas again.</p>

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Science	Topic- Geography	PE								
<p><u>LI: To apply our knowledge of light and shadows.</u></p> <p>This week, children will be working to consolidate their knowledge and demonstrate everything they have learned about Light and Shadow in a double page spread.</p>	<p>LI: To evaluate the significance of the past on the Geography of current places.</p> <p style="text-align: center;">End of unit assessment:</p> <p>Children use the knowledge about Ancient and Modern Greece, they have acquired as well as their Literacy and computing skills to produce a tourism leaflet encouraging people to holiday in the region leaflet</p>	<p><u>Dodgeball</u></p> <p><u>LI: To understand the rules of dodgeball and use them to play in a tournament</u></p> <p>Starter: <u>Walk, jog:</u> Children begin around the outside of the teaching space. They walk for 30 seconds, then jog for one minute and repeat this process twice. <i>Q: Can you think how professionally athlete's warm-up? Why do they warm-up in that way? Have you ever seen a sports team warm-up?</i></p> <p>Main Learning: <u>Introduce the tournament:</u> Explain that the children will be taking part in a dodgeball tournament.</p> <p><u>3v3 dodgeball:</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Court 1</td> <td style="width: 50%;">Court 2</td> </tr> <tr> <td>1v2</td> <td>3v4</td> </tr> <tr> <td>1v3</td> <td>2v4</td> </tr> <tr> <td>1v4</td> <td>2v3</td> </tr> </table>	Court 1	Court 2	1v2	3v4	1v3	2v4	1v4	2v3
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DT										
<p><u>LI: To assemble and complete a cushion</u></p> <p>Starter: Children will be given the opportunity to consult their sheets once more, to be sure they are sticking to their design as closely as possible.</p> <p>Input: Plan</p> <ol style="list-style-type: none"> Line your two cushion faces up, top to top, ensuring that they are front to front, and pin around the outside edge (1cm from the edge) Remember that <u>you are not going to sew the whole way</u> around the edge of the cushion as you need to leave a space to turn the cushion inside out and to stuff it. Mark on the cushion where you will leave your 4cm gap. <p>Main Task: Make</p> <ol style="list-style-type: none"> Take the two face pieces, place them front face together Pin the two faces around the outside, about 1 cm. in from the edge. Ask the children why you are allowing 1 cm. around the edge. This is to allow space for the seam. The cushions will be turned inside out and the space is needed for the seam so that the seam remains strong and does not split. 										



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3. Use a small (0.5 cm.) running stitch to sew around the outside edge of the cushion faces shape, leaving a gap of approximately 4 cm. This gap will allow you to turn the material inside out and to stuff the cushion before sewing up the last 4 cm.

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 Summer Homework: Your summer homework has been set by your new Year 4 teachers, for more details please see the separate document on either the school website or Google Classroom.