

# Weekly Overview Year Group: 3 Week beginning: 16<sup>th</sup> October 2023.



Every Tuesday, 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: Adventure Stories		Cross curricular writing: History Double Page Spread		Grammar Follow-up from assessment
Monday	Tuesday	Wednesday	Thursday	Friday
<p>To compose an adventure story (<b>Hot write- written over two days with ongoing editing</b>)</p> <p>To edit and improve a text</p>		<p>LI: To record and combine information from a variety of sources</p>	<p>LI: To identify the structure of a text</p> <p>LI: To organise paragraphs around a theme</p>	<p>LI: To consolidate prior learning</p>
<p><b>Key Vocabulary:</b> description, openers, conjunctions, direct speech, paragraphs, plot, characters</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>How do authors describe to the reader?</li> <li>What senses do authors focus on, when describing?</li> <li>What is figurative language?</li> <li>How can adjectives and adverbs be converted to similes?</li> </ul>	<p><b>Key Vocabulary:</b> description, openers, conjunctions, direct speech, paragraphs, plot, characters</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>How do authors describe to the reader?</li> <li>What senses do authors focus on, when describing?</li> <li>What is figurative language?</li> <li>How can adjectives and adverbs be converted to similes?</li> </ul>	<p><b>Key Vocabulary:</b> questions, facts, opinions, summarise, synthesis, research, systematic, purpose, audience</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Why must we consider purpose and audience carefully?</li> <li>What reading strategies do we use when researching?</li> <li>How can we decide what information to record, when researching, and which to discard?</li> </ul>	<p><b>Key Vocabulary:</b> paragraph, topic, focus, subject, summary, main idea, point</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>How is a non-chronological report laid out?</li> <li>What purpose does the first paragraph serve?</li> <li>How is each paragraph introduced?</li> <li>What makes a good topic sentence?</li> </ul>	<p><b>Key Vocabulary:</b> noun, adverb, adjective, verb, speech, punctuation, phrase, clause, conjunction</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What areas of grammar were covered in the test?</li> <li>What type/formats of questions were there?</li> <li>What was the focus of the questions we got wrong?</li> <li>What are our targets?</li> </ul>
<p><b>Starter: Odd one out:</b> Which of the following features does not belong in this genre (portal/ adventure)?</p> <p>Children discuss with their partner and then, feedback their ideas to the class.</p> <p><b>Watch me:</b> Use the starter activity as a prompt to invite children to bring out their toolkits for this genre. 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 Thursday's lesson, model annotating it with linking language (conjunctions and adverbials)</p> <p><b>Show me:</b> Look back at the 'setting description' you completed on Tuesday. How can we incorporate the figurative language we created into our writing?</p>	<p><b>Starter</b> Using a child's work displayed on the screen (anonymously and not from that class), children discuss what they like about the writer's story so far. What would they 'maggie' from the composition for use in their own work?</p> <p><b>Watch me:</b> Following session 1 of the children writing their own stories independently, teacher to give verbal feedback on some of the skills taught through this unit:</p> <ul style="list-style-type: none"> <li>direct speech</li> <li>past tense</li> <li>coordinating conjunctions</li> <li>expanded/ noun phrases</li> <li>paragraphs</li> <li>openers</li> </ul> <p><b>KQ: what is being used well, what needs more care?</b></p> <p>Teacher will remodel some of the expectations.</p> <p><b>Help me:</b> Children take the opportunity following the</p>	<p><b>Starter:</b> Explain that this week, we will be writing our own information text (a double page spread) about how inventions and discoveries changed how people lived from the stone age to the iron Age. Let's think about the purpose and audience. <b>KQ. What sort of person might make up the audience, and what questions would they have?</b></p> <p>Children jot down their ideas and then, feedback to the class.</p> <p><b>Watch me:</b> Let's look back at our model text (Terrific Trolls) to maggie ideas about what information to include and create a graphic organiser and generate suitable subheadings for our shared text.</p> <p><b>Help me:</b> 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><b>Show me:</b> 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 <i>synthesis</i>.</p>	<p><b>Starter</b> Children are given a -non-chronological report' in an envelope (chopped into paragraphs and muddled up). They need to reconstruct into what they think is correct order and feedback to class, explaining their choices.</p> <p><b>Watch me:</b> Using the graphic organiser from yesterday's lesson the teacher will show how to write a good introduction.</p> <p><b>Help me:</b> Write a good topic sentence for paragraph 1. What is it about?</p> <p><b>Show me:</b> Write an appropriate sub-heading for each section.</p>	<p><b>Starter: Mark my work</b> Children explore the question and answer on the screen to identify the misconception.</p> <p><b>Watch me/ help me/ show me:</b> Using the Pixl resources as the gap analysis data from the recent assessments, go through the areas for development. Invite children to pay particular attention to 'instructional language' from each question e.g. circle one, underline, match.</p>

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	<p>verbal feedback to edit their and improve work.</p> <p><b>Show me:</b> Using a thesaurus, children choose 5 verbs in their writing and improve their work so far by substituting them for more ambitious/ accurate words.</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><b>Main task:</b> Children use the images, vocabulary generated in today's lesson and their toolkits to write the <b>beginning and build up</b> to their story, following the boxing up plan they created, yesterday</p> <p><b>Mini plenary:</b> Children swap books with their partner after every two paragraphs. Reading their partner's story, they verbally give their partner 3 stars and a wish. Children then use a purple pen to edit their work accordingly.</p>	<p><b>Main task:</b> Children use the images, vocabulary generated in today's lesson and their toolkits to write the <b>problem, resolution and ending</b> to their story, following the boxing up plan they created on Wednesday.</p> <p><b>Mini plenary:</b> Children swap books with their partner after every two paragraphs. Reading their partner's story, they verbally give their partner 3 stars and a wish. Children then use a purple pen to edit their work accordingly.</p>	<p><b>Main task:</b> Children work in pairs to complete the graphic organiser, noting appropriate facts (as bullet points) for the shared text.</p> <p><b>Plenary (after each section, throughout the lesson):</b> Teacher to collate class ideas on a giant version of the graphic organiser on the working wall.</p>	<p><b>Main task:</b> Children compose their 'double page spread' for History</p> <p><b>Extension:</b> Look at the example of a non-chronological report on the board. What is the final paragraph about? How does the text end? What ideas could we 'magpie' for our text?</p>	<p><b>Main task:</b> Children explore what a better answer might have been than what they've given, adding with purple pen.</p>

### This week's reading focus: **Reading Strategy 7 - Inference**

<u>Monday</u> To understand inference.	<u>Tuesday</u> To understand inference questions.	<u>Wednesday</u> To create inferences.	<u>Thursday</u> To create inferences based on a text.	<u>Friday</u> To create inferences based on a text.
Children will be looking at the inference cards and discussing some inference-based questions with their partners.	Children will be looking at the inference cards and discussing some inference-based questions with their partners.	Children will be reading a short story and discussing the inference-based questions. Independently, they will read a different text and make inferences based on this.	As a class, read through some short text pieces. Discuss the inference questions and what types of clues from the text will help to answer this question.	Discuss what types of questions can be used to make inferences based on text, then as a class read through a passage of text and answer the inference-based questions based on this.

Handwriting	Spelling and dictation	Word of the day
<p><b>To form and join the letters: u, t</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><b>To explore words with the long /a/ vowel sound spelt 'ei'</b></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:</p> <p style="text-align: center;"><b>vein, neighbour, weigh, eight, they, obey, grey, reindeer, beige, veil</b></p>	<p><b>Monday:</b> Aeon <b>Tuesday:</b> Palaeolithic <b>Wednesday:</b> Primitive <b>Thursday:</b> Hunter <b>Friday:</b> Gatherer</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><b>*Across the half term, each child presents their</b></p>

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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**

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 add two numbers (No exchange).	LI: To subtract two numbers (No exchange).	LI: To add two numbers (across a Tens)	LI: To add two numbers (across a Hundreds).	LI: To subtract two numbers (across a Tens).
<b>Key vocabulary and key questions</b>	<p><b>KV:</b> Exchange, regroup, addition, adding, increase, more than, greater than.</p> <p><b>KQ:</b> Why is place value important for adding? What happens when we add these numbers without regrouping? How do we know if we need to regroup?</p>	<p><b>KV:</b> Exchange, regroup, subtract, minus, less than, smaller than</p> <p><b>KQ:</b> Why is place value important for subtracting? What happens when we subtract these numbers without regrouping? How do we know if we need to regroup?</p>	<p><b>KV:</b> Exchange, regroup, addition, adding, increase, more than, greater than.</p> <p><b>KQ:</b> Why is place value important for adding? What happens when we add these numbers with regrouping? How do we know if we need to regroup?</p>	<p><b>KV:</b> Exchange, regroup, addition, adding, increase, more than, greater than.</p> <p><b>KQ:</b> Why is place value important for adding? What happens when we add these numbers with regrouping? How do we know if we need to regroup?</p>	<p><b>KV:</b> Exchange, regroup, subtract, minus, less than, smaller than</p> <p><b>KQ:</b> Why is place value important for subtracting? What happens when we subtract these numbers without regrouping? How do we know if we need to regroup?</p>
<b>Introduction and learning</b>	<p>Show children an equation and discuss whether or not we will need to regroup/exchange. Get children to help solve this together as a class, ensure that each addition point is discussed.</p> <p>Show children an equation with a mistake and discuss what the mistake is and how we could fix it.</p> <p>Children to use their knowledge of column method to complete the missing numbers.</p>	<p>Show children some visuals alongside the column method for subtracting number and discuss solving the equation together. Provide children with their own equation to solve and address any misconceptions.</p> <p>Show children a missing number equation and they use their knowledge of column subtraction to find the missing numbers.</p>	<p>Read the word problem together and create the equation based on this – ensure that children understand the language being used means they need to add.</p> <p>Allow children to solve the word problem independently and address misconceptions.</p> <p>Discuss the missing numbers in the equation given and solve these together.</p>	<p>Read the word problem together and create the equation based on this – ensure that children understand the language being used means they need to add.</p> <p>Allow children to solve the word problem independently and address misconceptions.</p> <p>Discuss the missing numbers in the equation given and solve these together.</p>	<p>Show children some visuals alongside the column method for subtracting number and discuss solving the equation together. Provide children with their own equation to solve and address any misconceptions.</p> <p>Show children a missing number equation and they use their knowledge of column subtraction to find the missing numbers.</p>
<b>Activities</b>	<p><b>T1:</b> Children will solve the column additions in their books.</p> <p><b>T2:</b> Children to check the different equations given and explain what mistakes might have been made.</p>	<p><b>T1:</b> Children can use the visuals provided to support them with the subtractions.</p> <p><b>T2:</b> Children to solve the equations using column method.</p> <p><b>T3:</b> Children solve word problems using the skills learnt.</p>	<p><b>T1:</b> Children can use the visuals provided to support them with the subtractions.</p> <p><b>T2:</b> Children to solve the equations using column method.</p> <p><b>T3:</b> Children solve word problems using the skills learnt.</p>	<p><b>T1:</b> Children can use the visuals provided to support them with the subtractions.</p> <p><b>T2:</b> Children to solve the equations using column method.</p> <p><b>T3:</b> Children to find missing numbers from the column equations.</p>	<p><b>T1:</b> Children can use the visuals provided to support them with the subtractions.</p> <p><b>T2:</b> Children to solve the equations using column method.</p> <p><b>T3:</b> Children solve word problems using the skills learnt.</p>

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

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Spanish	Science	PE																																									
<p><b>LI: To recognise and identify colours in Spanish.</b> <i>Children will be introduced to eleven colours in Spanish and will use this new knowledge to translate colours between English and Spanish.</i></p> <p><b>New vocabulary for this week includes:</b></p> <table border="1"> <tr> <td>blanco</td> <td>white</td> <td>verde</td> <td>green</td> </tr> <tr> <td>gris</td> <td>grey</td> <td>morado</td> <td>purple</td> </tr> <tr> <td>naranja</td> <td>orange</td> <td>marrón</td> <td>brown</td> </tr> <tr> <td>rosa</td> <td>pink</td> <td>azul</td> <td>blue.</td> </tr> <tr> <td>negro</td> <td>black</td> <td></td> <td></td> </tr> <tr> <td>rojo</td> <td>red</td> <td></td> <td></td> </tr> <tr> <td>amarillo</td> <td>yellow</td> <td></td> <td></td> </tr> <tr> <td>morado</td> <td>purple</td> <td></td> <td></td> </tr> <tr> <td>marrón</td> <td>brown</td> <td></td> <td></td> </tr> <tr> <td>azul</td> <td>blue</td> <td></td> <td></td> </tr> </table>	blanco	white	verde	green	gris	grey	morado	purple	naranja	orange	marrón	brown	rosa	pink	azul	blue.	negro	black			rojo	red			amarillo	yellow			morado	purple			marrón	brown			azul	blue			<p><b>LI: To present our information about rocks and soils.</b></p> <p>Children will be recapping all of the science lessons that they have experienced about Rocks and Soils.</p> <p><b>Task:</b> Children will be presenting this knowledge across a double page spread in their science books.</p>	<p><b>Outdoor (Striking and Fielding)</b> <b>LI: To apply the bowling action and rules of bowling into game situations</b> <b>Main Task:</b> Game of 6 (1 bowler, 1 batter, 3 fielders, 1 umpire) with points awarded for bowling as well as batting.</p> <p><b>Indoor (Fundamentals Skills)</b> <b>LI: To apply the skill of balancing and recognise the importance in various activities.</b> <b>Main Task:</b> Children compete in small events that require balance and control to succeed. They compete against themselves and another pair/teacher.</p>	
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<p><b>LI: I understand my actions affect others and try to see things from their points of view.</b></p> <p><i>Children will be considering the ways in which their choices impact themselves and impact others. Children will be given scenarios in which someone has made an unkind choice towards somebody else. The children will then be tasked with identifying what actually caused the unkind action vs what the other person may think it was for.</i></p>	<p><b>To explain the factors that caused the changes between the Stone Age to the Iron Age.</b> <i>*See reading lessons above</i></p> <p>Children research using various sources and record their notes on the mindmap. This will be stuck into their history book and will support the end of unit assessment.</p> <p><b>To communicate knowledge and understanding in a variety of ways. (assessment)</b> <b>Big Question:</b> <i>How did inventions and discoveries change the way humans lived from the Stone Age to the Iron Age?</i></p> <p>Using the research they have gathered through their reading lessons all week, on their mind map, children independently produce their double-page spread.</p>	<p><b>To review/ evaluate a work of art, suggesting improvements.</b> <b>To respond to comments from others to make improvements</b></p> <p><b>Main task:</b> Children place their work on their desk and allow viewing as part of a class gallery.</p> <p>Children review the design criterion identified when the art analysis was carried out in lesson 1, and write '2 stars and a wish' for their partner.</p> <p>Children then acknowledge the feedback they have been given and make changes to their work to address the 'wish'.</p>	<p><b>LI: to understand how religious festivals can create a sense of belonging</b> <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 Divali is important to Hindu children.</p>																																								

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Homework	Music	Computing
<p><i>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.</i></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 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><b>L.I: To develop an opinion of Indian music and identify the instruments most commonly used</b></p> <p>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.</p> <p><b>Main:</b> Children learn about the 2 basic structures of this Indian Music and try and identify the 2 styles within the music.</p>	<p><b>L.I: to discover how digital devices work</b></p> <p>Children will learn what an input and an output is. They will then explore examples of an input and output in practice.</p>