

## Weekly Overview Year Group: 3 Week beginning: 18th March 2024.



Aspire, Perform, Succeed

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English:	English - Newspaper Reports			
Monday	Tuesday	Wednesday	Thursday	Friday
LI: To explore how structure and presentation contribute to purpose.	LI: To deduce the meaning of words from context.	LI: To plan a text using an organisational device (shared plan)	LI: To write and punctuate direct speech	LI: To use journalistic language (shared write)
<p><b>Key Vocabulary:</b> Organisation, introduction, 5 Ws, attention, headline, hook, paragraphs, chronology, adverbials.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Why is orientation important in achieving the purpose of the article?</li> <li>Why is a caption included with the picture?</li> <li>Why is the font of the headline much larger than the rest of the text?</li> </ul>	<p><b>Key Vocabulary:</b> puns, play on words, homophone, ambiguity, sensationalism, engage.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Is the language of a newspaper report formal or informal?</li> <li>What is a pun?</li> <li>How are homophones used in creating puns?</li> <li>Why is journalistic language sometimes ambiguous?</li> </ul>	<p><b>Key Vocabulary:</b> Organisation, introduction, 5 Ws, attention, headline, hook, paragraphs, chronology, adverbials.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Why is boxing-up a good technique to use when planning a text?</li> <li>What makes a good orientation?</li> <li>What makes a good headline?</li> </ul>	<p><b>Key Vocabulary:</b> direct speech, quotes, inverted commas, eyewitness, viewpoint, empathy</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What is direct speech?</li> <li>What is a quote?</li> <li>How are quotes presented by the journalist?</li> </ul>	<p><b>Key Vocabulary:</b> adverbials, adverbs, conjunctions, journalistic, phrases, link, introduce, conclude.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What is journalistic language?</li> <li>How are adverbials and conjunctions used in this genre to link ideas and state what happened?</li> </ul>
<p><b>Starter:</b> Give children a newspaper article cut up into the different sections. Children work in pairs to organise each bit where it should go and stick onto sugar paper.</p> <p><b>Watch me</b> Summarise the article that we read last week and record the orientation onto the boxing up grid.</p> <p><b>Help me/Show me:</b> Children help complete the shared boxing up grid by summarising the main points from the other sections and showing on their whiteboards.</p>	<p><b>Starter</b> On screen, show an article headline that contains a pun, and 2 definitions of the headline: a literal meaning and the intended meaning.</p> <p><b>Children match the headline to the correct meaning- how do they know? (Context clues in the rest of the article).</b></p> <p><b>Watch me:</b> Explain what a pun is and how they are sometimes used in newspaper articles (not the serious ones) and are created using homophones.</p> <p><b>Mini task:</b> Quick homophones game.</p> <p><b>Help me:</b> Infer what the highlighted words in the text mean, using context clues (reading sentence before and after etc)</p> <p><b>Show me:</b> Identify examples of journalistic language in the article and add to the working wall.</p>	<p><b>Starter</b> With pictures from 'Egyptian Cinderella' children turn to their partner and retell the story (using story map from previous unit)</p> <p><b>Watch me:</b> Teacher models writing the orientation Part on the boxing-up grid for the news report about the engagement of Rhodopis and the Pharaoh</p> <p><b>Help me/Show me:</b> Children help complete the shared boxing up grid by summarising the main points from the next section, the caption for the picture and showing on their whiteboards.</p>	<p><b>Starter</b> Using the news article on screen, children are asked questions about the opinions of witnesses. They must use information from the text to answer the question (quote).</p> <p><b>Watch me:</b> Explain how a quote is a form of direct speech as it is the words that have been directly spoken and are in inverted commas. Using the news report, highlight the quotes to model.</p> <p><b>Help me:</b> Children turn the speech bubbles into quotes by putting the spoken words into inverted commas.</p> <p><b>Show me:</b> Children write an appropriate phrase to introduce the quotes mag-pieing ideas from the model text.</p>	<p><b>Starter</b> On screen, show examples of journalistic language (conjunctions and adverbs) and some anomalies. Children sort into those which belong and those that don't.</p> <p><b>Watch me:</b> Teacher to model how to use journalistic language. Words to be added to the working wall. Together, the class writes the orientation of the article.</p> <p><b>Help me/Show me:</b> Using the bank of journalistic language, children complete the sentences on screen.</p>
<p><b>Main task:</b> Children read the model text newspaper report and plot the main ideas from each part onto the 'boxing-up' grid.</p> <p><b>Challenge:</b> In what way is this 'boxing-up' grid different to the other graphic organisers we have looked at?</p>	<p><b>Main task:</b> Children read the newspaper article and complete the vocabulary worksheet.</p> <p><b>Challenge:</b> Sort the journalistic language- what belongs in a newspaper report and what does not?</p>	<p><b>Main task:</b> Children complete the remaining sections of the boxing up plan, with the teacher's support. This to be added to the working wall.</p> <p><b>Challenge:</b> Children attempt to improve the headline so that it contains either a pun or alliteration.</p>	<p><b>Main task:</b> <b>Part 1:</b> Children refer to the 'Egyptian Cinderella' text and highlight descriptive details that people who were there might have witnessed. <b>Part 2:</b> Write quotes from Rhodopis, the servant girls and Mr Honey as eyewitnesses to the event and add to the plan.</p>	<p><b>Main task:</b> Children write the remainder of their news report onto the template (which has photos already included).</p> <p><b>Extension:</b> Class and teacher share write the concluding paragraph.</p>

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This week's reading focus: <b>Reading Strategy 1: Making connections</b>				
<b>Monday</b> To activate prior knowledge about text	<b>Tuesday</b> To appraise/ review a text	<b>Wednesday</b> To compare and evaluate texts	<b>Thursday</b> To identify the purpose of a text	<b>Friday</b> To identify the context of a text (social, moral, cultural, and historical)
Children will revise their prior knowledge - What do they recall about strategy one? How can they make connections with a text? They will then look at an unfamiliar text, and discuss what connections they can make using their prior knowledge.	Children will be introduced to a new text. Using their connections, who do they think this text would be suitable for? Children will write a short book review, focusing on who they would recommend it for and why.	Children will compare and evaluate two texts, focusing on the connections they can make between the text, themselves, and the world.	Children will put their skills into practice, looking at a variety of texts and identifying their purpose and if they will interest them.	Children will look at a variety of newspaper articles, and use their skill to make connections and identify the context of each article.

Handwriting	Spelling and dictation	Vocabulary
<b>LI: To form and join the letters: CK</b>	<b>LI: To spell words with the suffix 'ous'.</b>	<b>Word aware:</b>
<p><b>Watch me:</b> practise forming repeated patterns that develop the hand motion needed for this formation.</p> <div style="text-align: center; font-size: 2em; color: #00aaff; font-family: cursive;">ckck</div> <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> We will then learn how to form groups of letters, requiring this join, The teacher will model this, and children will trace/ copy: <i>ick uck oc</i></p> <p><b>Main task:</b> Children practise this formation in the context of the following words: <i>trick, truck, suck, flicker, sick, track, ducklings, prickly, sickly</i></p>	<p><b>tremendous, ridiculous, ravenous, numerous, nervous, miraculous, joyous, jealous, generous, fabulous</b></p> <ol style="list-style-type: none"> <li>Write this week's spelling words into the pupil planner</li> <li>Find out what the words mean and use the knowledge to complete the activity.</li> </ol>	<p><b>district</b> <b>agriculture</b> <b>finance</b> <b>technology</b> <b>migrant</b></p>

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	<b><u>LI: To add two amounts of money</u></b>	<b><u>LI: To subtract money</u></b>	<b><u>LI: To use subtractions to find change</u></b>		<b><u>LI: To add and subtract amounts of money to give change</u></b>
<b>Key vocabulary and key questions</b>	<p><b><u>Key Vocab:</u></b> pounds, pence, convert, 100 pence, cost, value, add, place value, total</p> <p><b><u>Key Questions:</u></b> Can you group any of the coins to make a pound? Can you use estimation to support your calculation? Why is adding 99p the same as adding £1 and taking away 1p?</p>	<p><b><u>Key Vocab:</u></b> pounds, pence, convert, 100 pence, cost, value, subtract, difference</p> <p><b><u>Key Questions:</u></b> Can we make ?p in a different way to make it easier to subtract ? physically? Which number should I place on the number line first? Could I count backwards on the number line? Do we need to exchange any pounds for pence?</p>	<p><b><u>Key Vocab:</u></b> pounds, pence, convert, 100 pence, cost, value, subtract, difference, change</p> <p><b><u>Key Questions:</u></b> What is the difference between amounts? How much change should I receive? How can the change be given?</p>		<p><b><u>Key Vocab:</u></b> pounds, pence, convert, 100 pence, cost, value, subtract, difference, change, add, place value, total</p> <p><b><u>Key Questions:</u></b> What information do we have? What information do we need? How can we solve it? How will we check?</p>
<b>Introduction and learning</b>	<p><b><u>Starter: Quick 10</u></b></p> <p><b><u>Ping Pong 1:</u></b> Using coins and pictures, add pounds first then pence.</p> <p><b><u>Ping Pong 2:</u></b> As above, but this time their pence are to be converted into pounds.</p> <p><b><u>Ping Pong 3:</u></b> Reasoning and problem-solving questions.</p>	<p><b><u>Starter:</u></b> Bonds to 100</p> <p><b><u>Ping Pong 1:</u></b> subtract by using coins, including changing combinations of coins to make subtraction easier (removing the coins).</p> <p><b><u>Ping Pong 2:</u></b> Use number lines to count on or back in pounds and pence, then use conversion as well.</p> <p><b><u>Ping Pong 3:</u></b> Use Part-whole model and bar model.</p>	<p><b><u>Starter:</u></b> subtraction on number line</p> <p><b><u>Ping Pong 1:</u></b> subtract and give change using coins.</p> <p><b><u>Ping Pong 2:</u></b> use number line and part-whole to find change.</p> <p><b><u>Ping Pong 3:</u></b> apply to problem solving.</p>		<p><b><u>Starter:</u></b> Next step, respond to marking</p> <p><b><u>Ping Pong 1:</u></b> Identifying the information they have.</p> <p><b><u>Ping Pong 2:</u></b> Identifying the information they need.</p> <p><b><u>Ping Pong 3:</u></b> Solving and checking the problem.</p>
<b>Activities and application of learning</b>	<p><b><u>Main Task:</u></b> Add 2 amounts in various scenarios.</p> <p><b><u>Challenge:</u></b> How much did it cost nRich problem</p> <p><b><u>Support:</u></b> coins and knowledge organiser</p> <p><b><u>Plenary:</u></b> True or false question</p>	<p><b><u>Main Task:</u></b> Subtraction of money questions.</p> <p><b><u>Challenge:</u></b> Work to a budget to purchase items from a website or catalogue - from the start of the lesson.</p> <p><b><u>Support:</u></b> coins, number line</p> <p><b><u>Plenary:</u></b> Recap and create an example to show on the Learning Wall.</p>	<p><b><u>Main Task:</u></b> Practical shopping activity. Each group has a shopping list and needs to purchase items for it using the money given and told to use. Shopkeepers provide the correct change.</p> <p><b><u>Challenge:</u></b> mixed ability, more complex amounts.</p> <p><b><u>Support:</u></b> coins, mixed ability groups, differentiated amounts.</p> <p><b><u>Plenary:</u></b> Feedback about the shopping.</p>	<p><b><u>Main Task:</u></b> Working out change problems using above methods.</p> <p><b><u>Challenge:</u></b> nRich problem</p> <p><b><u>Support:</u></b> coins</p> <p><b><u>Plenary:</u></b> mark as a class and next step</p>	<p><b><u>Main Task:</u></b> problem-solving and reasoning investigation activity - checking the books from a museum.</p> <p><b><u>Challenge:</u></b> children must work out profit and expenditure from a scenario</p> <p><b><u>Support:</u></b> coins used to give change from purchases made in the museum Gift Shop.</p> <p><b><u>Plenary:</u></b> share the processes and solution. Display an example on the display outside the classroom.</p>

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**Alexandra**  
Primary School

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Spanish	Music	Topic- Geography	PE
<p><b>LI: To say which fruits I like in Spanish</b></p> <p>Children will continue to recap and revise their vocabulary knowledge. They will practice saying and identifying fruits they like and dislike.</p>	<p><b>Ukulele with Hounslow Music Service</b></p> <p><b><u>LI: To perform the songs I have learnt so far on the ukulele.</u></b></p> <p>Children will be giving the opportunity to practise playing the different songs they have learnt on the ukulele during the half term. The children will then perform the songs in pairs and small groups demonstrating their ability to play with accuracy, fluency, and control.</p>	<p><b>LI: To identify how a settlement has changed over time.</b></p> <p><b>LI: To use and interpret a variety of geographical sources.</b></p> <p><b>Help me:</b> Together, look at some of the buildings and structures in Hounslow today and identify the purpose they serve. What is their reason for being in Hounslow today? (Link to the data we studied in the last lesson.</p> <p>Looking back at the timeline on the knowledge organiser, how has the size of Hounslow changed over time? add this onto the grid.</p> <p><b>Show me:</b> Did our school exist in the 13th Century? What was there before? add this to the grid.</p> <p><b>Main task:</b> Using the archive folders, knowledge organisers and vision of Britain information (on ipads) to complete the grid, with their observations.</p>	<p><b>Gymnastics (Dance Energy)</b></p> <p><b><u>LI: To create a sequence with matching and contrasting actions and shapes.</u></b></p> <p><b>Main Learning: Match and contrast:</b> When creating sequences with a partner, children can make them look interesting by matching and contrasting with each other.</p> <p><b>Matching actions, contrasting shapes:</b> In their pairs, children to perform the following matching actions but using contrasting shapes.</p> <p><b>Linking matching and contrasting:</b> Working with their partner. Children to use the following three actions; a jump, a roll, and a balance. They to perform the sequence using matching actions and matching shapes.</p>
DT	Science	PSHCE	R.E
<p><b><u>LI: To test and finalise ideas against design criteria.</u></b></p> <p><b>Input:</b> Children have access to various materials</p> <p><b><i>How could we use the materials to create features and effects for your mythical Greek creature?</i></b></p> <p><b><i>How will you attach them to your housing and/or pneumatic systems?</i></b></p> <p><b>Main Task: Children will be given the opportunity to complete their:</b></p> <ul style="list-style-type: none"> <li>- pneumatic system,</li> <li>- moving mythical Greek creature,</li> <li>- decorate their creature,</li> <li>- test that their toy moves in the way they had planned – children will have the opportunity to identify and fix issues in the lesson.</li> </ul>	<p><b>LI: To understand what a plant needs to thrive</b></p> <p>Children will discuss what they already know about what a plant needs to thrive. They will learn about the different things a plant needs (air, water, sunlight, soil) and what a plant uses each of these for. They will then look at what happens if a plant does not have access to one of these things.</p>	<p><b><u>LI: To identify when something feels safe or unsafe.</u></b></p> <p><b>Input</b> – Children will listen to the Mika’s story. They will be asked to put their hand up at the point in the story when it becomes unsafe for Mika.</p> <p><b>Main Task</b> – Using the story template, children will be asked to identify the point, or points, in the story when the situation starts to feel unsafe. This can be marked on the template by putting arrows or stars at the place(s) in the story.</p>	<p><b>LI: To demonstrate our understanding of what Easter means to Christians</b></p> <p>Children will revise their knowledge of the Easter story. They will then discuss the key symbols of Easter for Christians, and the meaning that they hold. Children will then complete a task, reflecting on their knowledge and understanding of the significance Easter holds for Christians.</p>



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## 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 Homework:**

**Spanish**-For homework, please create a small poster, demonstrating your knowledge of animals, fruit, or vegetables. We shall use these as parts of our displays in our classrooms. They can be one word with a picture and the words spelt correctly in English and Spanish, or it can be a poster demonstrating more than one e.g. a whole poster on animals.

The deadline is last day before our Easter Holidays – Wednesday 27<sup>th</sup> March.