

Weekly Overview Year Group: 3 Week beginning: 19th February 2024



Alexandra
Primary School

Aspire, Perform, Succeed

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English:	English - Playscripts			
Monday	Tuesday	Wednesday	Thursday	Friday
LI: To identify the features of a play-script	LI: To use text details to visualise	LI: To select information from a text to answer questions	LI: To compose a play-script based on a familiar narrative (cold write)	LI: To use adverbial phrases
<p>Key Vocabulary: Scene, role, props, scenery, characters, dialogue</p> <p>Key Questions: What is a scene? What is different about the dialogue in a play to that in a book?</p>	<p>Key Vocabulary: Scene, role, props, scenery, characters, dialogue, imagery, description, adjectives, adverbs, prepositions</p> <p>Key Questions: What role does scenery play? How do stage directions help the actors to visualise? What examples of descriptive language can be found in a playscript?</p>	<p>Key Vocabulary: Scene, role, props, scenery, characters, dialogue, inference, retrieval</p> <p>Key Questions: What is a scene? What is different about the dialogue in a play to that in a book?</p>	<p>Key Vocabulary: Scene, role, props, scenery, characters, dialogue</p> <p>Key Questions: What is a scene? What is different about the dialogue in a play to that in a book?</p>	<p>Key Vocabulary: characters, dialogue, adverbs, stage directions</p> <p>Key Questions: What is an adverb? How does the actor know what emotions to portray?</p>
<p>Starter: Children explore the text features that they have been given and discuss. Then, sort onto the t-chart (those that belong in playscripts and those that do not).</p> <p>Watch me: Using scene one from 'George's Marvellous Medicine', model using the key to text mark the scene title and setting.</p> <p>Help me: text mark scene one from 'George's Marvellous Medicine', to highlight the individual characters and the spoken word that they say.</p> <p>Show me: text mark scene one from 'George's Marvellous Medicine', to highlight any stage directions.</p>	<p>Starter: activate prior learning KQ; how do good readers visualise? Children will use the anchor chart to help them recall visualisation techniques.</p> <p>Watch me: Explain how the setting details and stage directions are important for actors reading playscripts as it allows them to visualise the scene, where they are in location to other actors, how they will speak, act and engage with others.</p> <p>Help me: Identify important nouns, adjectives, adverbs and prepositions in scene one from 'George's Marvellous Medicine'</p> <p>Show me: Together, use the information that we have extracted from the play script to answer questions, requiring us to visualise.</p>	<p>Starter: Activate prior learning- using the class anchor charts, discuss the following question: KQ- What do good readers do when they read? Watch me: Explain that today's LI means that we will be using the reading strategies to help us answer questions about a playscript. Together, look at different types of comprehension questions and the skills we use to answer them.</p> <p>Help me: Using the text extract, answer the inference question.</p> <p>Show me: Using the text extract, answer the retrieval question.</p>	<p>Starter: Children take the model text, which has been dissected and work in pairs to unscramble it and paste it onto the sugar paper in the correct order.</p> <p>Watch me: With children feeding back from the starter activity, recap what a good play script scene must have. Explain that today, children will be writing a playscript of their own, depicting a scene from a familiar story.</p> <p>Help me: With a storyboard of a familiar story displayed on the screen, children verbally retell their partner the story, labelling the main characters and scenery.</p> <p>Show me: Show children an image from the story scene they will be writing as a playscript. Children generate ideas, using their knowledge of the narrative about what the dialogue is and what adverbs might need to be used.</p>	<p>Starter: Activate prior learning- look at the words/ phrases on screen. Sort onto the t-chart to identify if they are adverbs or not.</p> <p>Watch me: Remind children that on Monday, when we identified the features of a playscript, we noticed that adverbs are used to describe. Using the example on screen, model how they are mostly found in stage directions and the scene setting.</p> <p>Help me: Remind children that adverbs describe verbs in different ways: how? when? where? why? Children to classify the adverbs onto the table to show their purpose.</p> <p>Show me: Read the scene on screen and identify the adverbs that have been used.</p>
<p>Main task: Children read the model text again and text mark the features using the key. Challenge: How is punctuation used in a playscript? How is this different to narratives?</p>	<p>Main task: Children read the model text and use the setting and stage directions to visualise. Children draw the scene as a comic strip</p>	<p>Main task: Children read the text and answer the questions.</p>	<p>Main task: Children write a scene from a known story, as a playscript Support group: given the scene set out as a comic strip. * The teacher will use the cold write to generate the unit targets.</p>	<p>Main task: Using the picture prompts, children complete the play script by adding in the appropriate adverbs in the scene setting and stage directions.</p>

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This week's reading focus: Reading Strategy 5				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>To identify when a text doesn't make sense.</p>	<p>To recognise inconsistencies within a text</p>	<p>To evaluate the impact of the inconsistency on the purpose for reading</p>	<p>To form questions about a text</p>	<p>To explore figurative language</p>
<p>Children are read a passage of text, they listen with their eyes closed and they raise their hands to the parts they do not feel make sense to them.</p> <p>Discuss each part that caused confusion.</p> <p>Talk for reading.</p>	<p>The children have an excerpt of text that is filled with inconsistencies. Can they identify them? How?</p> <p>Discuss them as a class and decide how we knew they were inconsistencies.</p> <p>Highlight on the text on whiteboard and add to the learning wall.</p>	<p>What happens when what we read does not make sense to us?</p> <p>What is the impact?</p> <p>Look at some examples of texts and some interpretations of the texts from some reader viewpoints - where did the readers get misconceptions? Locate in the texts. Why did they get confused?</p>	<p>Children have a new passage to read to each other. They devise questions to ask about the text - based on the parts where they are not clear about.</p> <p>They then write these questions around the text, which is stuck in their books.</p> <p>In book.</p>	<p>Read a text off of the board together. What sentence are we unclear about - target the figurative language e.g. idioms, personification, metaphors and similes.</p> <p>Which are harder to understand?</p> <p>Children complete a matching activity in their books linked to idioms, personification and metaphors.</p> <p>In book</p>

Handwriting	Spelling and dictation	Vocabulary
<p>LI: To form and join the letters: ng</p>	<p>LI: To explore and spell homophones</p>	<p>Word aware:</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: practise forming repeated patterns that develop the hand motion needed for this formation.</p>  <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>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: ng ay op</p> <p>Main task: Children practise this formation in the context of the following words:</p> <p>Sleeping, sitting, eating, hopping, leading, shopping, singing, running, jumping</p>	<p>two, too, to, there, their, they're, write, right, peace, piece</p> <ol style="list-style-type: none"> Write this week's spelling words into pupil planner Find out what the words mean and use the knowledge to complete the activity. 	<p>borough</p> <p>county</p> <p>suburb</p> <p>commercial</p> <p>population</p>

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>To compare and order fractions.</u>	<u>To understand the term numerator</u>	<u>To compare and order non-unit fractions.</u>	<u>To understand fractions and scales.</u>	L1: To solve word problems.
Key vocabulary and key questions	KV: Halves, quarters, fraction, whole, part, quantity, numerator, denominator KQ: How can you find the fraction of an amount? What does numerator/denominator mean? Which fraction is bigger/smaller? Why? How does the size of the denominator effect the size of the fraction?	KV: Halves, quarters, fraction, whole, part, quantity, numerator, denominator KQ: How can you find the fraction of an amount? What does numerator/denominator mean? Which fraction is bigger/smaller? Why? How does the size of the denominator effect the size of the fraction?	KV: Halves, quarters, fraction, whole, part, quantity, numerator, denominator, non-unit KQ: How can you find the fraction of an amount? What does numerator/denominator mean? Which fraction is bigger/smaller? Why? How does the size of the denominator effect the size of the fraction?	KV: Halves, quarters, fraction, whole, part, quantity, numerator, denominator, non-unit KQ: How can you find the fraction of an amount? What does numerator/denominator mean? Which fraction is bigger/smaller? Why? How does the size of the denominator effect the size of the fraction?	Key Vocabulary: key words addition subtraction difference more than/ less than 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?
Introduction and learning	Recap fractions by getting children to identify the chosen fraction from a range of visuals. Using visuals, get children to make comparisons between two unit-fractions. Get them to explain the correspondence between the denominator and size of the fraction. Display a reasoning problem, children discuss and feedback, teacher to address misconceptions.	Show children a visual of some fractions and ask them to construct the numerical version of the fraction. Address misconceptions that arise. Show children a different visual and go through the stem sentences showing children how to construct a fraction.	Recap fractions by getting children to identify the chosen fraction from a range of visuals. Using visuals, get children to make comparisons between two unit-fractions. Get them to explain the correspondence between the denominator and size of the fraction. Display a reasoning problem, children discuss and feedback, teacher to address misconceptions.	Using a combination of number lines and visuals, children can learn how to use these to help create fractions of scales. Repeat the process identifying and addressing misconceptions as your progress through the lesson.	Introduce the first word problem to class - explain the steps for solving these and demonstrate highlighting the key information and removing the unimportant information. Allow children to independently solve the next word problem - highlight key info as a class and discuss what the equation would be focused on. Repeat the process but discuss the term 'difference'. Repeat again but discuss the term 'more than'.
Activities and application of learning	T1: Use visuals to make the comparison between known fractions. T2: Use visuals to make the comparison between unknown fractions. T3: Children find the missing numbers to make the comparisons correct.	T1: Children use visuals to complete the stem sentences. T2: Children look at the visuals and use these to make fractions. T3: Children use the visual to support their answers of the reasoning problems.	T1: Use visuals to make the comparison between known fractions. T2: Use visuals to make the comparison between unknown fractions. T3: Children find the missing numbers to make the comparisons correct.	T1: Children find the fraction of the given visual. T2: Children use a mixture of jugs and weighing scales to find the fraction of the amounts given. T3: Children use their knowledge of scales to solve the reasoning problem.	Children will be solving a variety of different word problems - explain how the red questions are extra challenging ones.

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Spanish	Music	Topic- Geography	PE
<p>LI: To say, read and write 5 different fruits in Spanish</p> <p>Children will be introduced to the names of 5 different fruits in Spanish. They will practise speaking, reading and writing these names.</p>	<p style="text-align: center;">Ukulele with Hounslow Music Service</p> <p><u>LI: To learn a variety of new songs on the ukulele.</u></p> <p>Children will be introduced to and will be focusing on playing a range of songs using the ukulele with increasing accuracy, fluency and control.</p>	<p><u>To identify and describe the location of a place</u> Starter: Using the picture and geographical statement clues, children solve the riddle to identify the topic of our new unit. Watch me: Explain that the 'place' we are learning about is our local area, Hounslow. Mini task: Children complete the section on the KWL to demonstrate what geographical facts they know about Hounslow already. KQ- What does 'locate' mean? Explain that the verb 'to locate' means to find/ identify where something/ someone/ a place is. Help me: What geographical sources could we use to identify 'where' Hounslow is? Invite children to look back through their Geography books to review the learning and sources from the Autumn term. Show me: Using the maps on screen, children complete the first section on their sheet (questions/ cloze procedure). Main task: Children complete their maps to identify:</p> <ul style="list-style-type: none"> ● What hemisphere Hounslow is in ● What continent Hounslow is in ● What country Hounslow is in ● What city Hounslow is part of 	<p>Cricket <u>LI: To develop overarm throwing and catching.</u> Starter: Walk, jog Stretches Main Learning: Ball skills: Children to Bounce the ball on the floor and catch it with one or two hands. Throw the ball up to head height and catch it. Throw the ball up, clap and catch it. Overarm throw: In pairs explore overarm throwing and catching. After a few attempts, ask them to discuss and decide with their partner on the teaching points for an overarm throw and successful catch. b In pairs, pupils practise overarm throwing using the correct teaching points given. Gymnastics (Dance Energy) <u>LI: To be able to create interesting point and patch balances.</u> Starter: Shapes, Follow the leader, children work with a partner and jog around the area avoiding the mats and each other. Travel actions could include jumping, skipping, sliding, rolling etc. Change the leader each time they travel across a mat. What makes a good balance? Main Learning: Points and patches: Tell the children that a point balance is a balance on a small body part and a patch balance is on a large body part. Q: Can you give examples of either? Listen and create: Call out different points and patches and the pupils create a balance using them.</p>
DT	Science	PSHCE	R.E
<p><u>LI: To identify and describe how pneumatic systems work.</u> Starter: Children will watch a video that shows the mechanical system that they will be working with throughout the half term. They will watch 2 small experiments that use pneumatic systems and discuss what they think has happened and why. Input: Children will think about where they might see pneumatic systems in the real world. Main Task: Children will have the opportunity to test what happens when they use 2 syringes and tubing, when they use 1 syringe, a tube and a balloon and a balloon/bag only. They will be asked to add labelled drawings to support their ideas and add input and output arrows to show the direction of the force of air.</p>	<p>LI: To recall prior knowledge</p> <p>Children will discuss what they already know about plants. They will share their ideas and knowledge and consider what questions they still have.</p>	<p><u>LI: To explain how exercise affects my body and know why my heart and lungs are such important organs.</u> Starter – Play 'Jingo Jingo says,' Input – How many different sports/physical activities can we think of? As a class we will go through the importance of having food and drink for energy and how this relates to fitness and exercise. Main Task – Today, the children are going to make up their own fitness challenge: everyone's fitness challenge will be different and will be unique to each person because our bodies are individual. The children will return to these challenges throughout the half term.</p>	<p>To analyse the consequences of wrongdoing by exploring different perspectives.</p> <p>Children will be learning about morals and immorality. They will learn about perspectives on wrongdoings and be discussing who they think is ultimately responsible for dealing consequences.</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:

English: -For homework, please attempt the writing competition below:

This year's competition is to write a non-fiction text about the life and achievement of a significant individual (selected from the list provided and using the prompts and resources provided).

- Ava Lovelace
- Amy Johnson
- David Attenborough
- John Logie Baird
- Malorie Blackman
- Mo Farah

There is extra information to guide you in Google Classroom.

There will be prizes for the Top 3 entries - judged by Miss Conway.

Good Luck!

