

Weekly Overview Year Group: 3 Week beginning: 22nd April 2024.



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| English: | English - Shape Poetry | | | |
|--|--|--|--|--|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| <p>LI: To identify the themes and conventions of a text. LI To appraise and review a text.</p> | <p>LI: To read and perform a poem</p> | <p>LI: To use language and format graphics for effect (Cold write)</p> | <p>LI: To identify the features of a text</p> | <h2 style="color: red; margin: 0;">'The History Man' Workshop on The Ancient Greeks</h2> |
| <p>Key Vocabulary: <i>poem, calligram, poetry, describe, theme, compare, contrast, review, shape, illustrations, punctuation, sentences, phrases, purpose, audience, vocabulary, synonyms.</i></p> <p>Key Questions: <i>What is a shape poem? What is the purpose of a shape poem? What is a calligram? How do they compare to other poems we have read before/</i></p> | <p>Key Vocabulary: <i>poem, calligram, poetry, describe, theme, compare, contrast, review, shape, illustrations, punctuation, sentences, phrases, purpose, audience, vocabulary, synonyms.</i></p> <p>Key Questions: <i>What is the model text about? What is the shape poem describing? What verbs are in the poem? What actions can portray this? How should we use our voice when performing?</i></p> | <p>Key Vocabulary: <i>poem, calligram, poetry, describe, theme, compare, contrast, review, shape, illustrations, punctuation, sentences, phrases, purpose, audience, vocabulary, synonyms.</i></p> <p>Key Questions: <i>What is the purpose of a shape poem? What language should be included? What shape is best to use and how do we decide? What role does punctuation have in a shape poem?</i></p> | <p>Key Vocabulary: <i>poem, calligram, poetry, describe, theme, compare, contrast, review, shape, illustrations, punctuation, sentences, phrases, purpose, audience, vocabulary, synonyms.</i></p> <p>Key Questions: <i>How is a shape poem organised? How are sentences and punctuation used in shape poetry? Can shape poems include figurative language? Do shape poems need to rhyme? How does this genre differ from other poems?</i></p> | |
| <p>Starter: Invite children to explore the texts on their table and using the question prompts on screen, record their thoughts.</p> <p>Watch me: Building on the feedback that children have given from the 'starter activity', explain that in this unit we will be exploring and writing shape poetry. Using the examples on screen, point out the purpose and theme of shape poems.</p> <p>Help me: Identify the descriptive words and phrases in the poem that describe the subject of the poem.</p> <p>Show me: Read the poem on screen (not a shape poem). If it was to become a shape poem, match it to the appropriate template</p> | <p>Starter: Odd one out Children look at the poems and decide which is the odd one out, using the language developed in yesterday's lesson to justify their views.</p> <p>Watch me: Explain that our 'Model Text' for this unit is one that we read yesterday, called 'The Pheasant'. Together, re-read the poem exploring the themes covered.</p> <p>Using information from the poem, which photograph is a pheasant? Ensure children understand the content matter, including any ambitious vocabulary.</p> <p>Help me: Identify any nouns and adjectives in the poem and colour code them.</p> <p>Show me: Identify any verbs and adverbs in the poem and colour code them.</p> | <p>Starter: Guess what I am. On screen, present a riddle to the children that describes an animal. Children need to use the description as clues to identify the animal that is being described.</p> <p>Watch me: Explain that today, we are going to have a go at writing our own shape poem. Explain that because the 'model text' describes an animal, we will also attempt to describe an animal in our shape poem.</p> <p>Mini task: Children decide what animal they will write their shape poem about (it can be their pet if they have one, or another animal that they know a lot about). The teacher will then provide a template for these animals.</p> <p>Help me: If we were going to describe an animal, help me to create a concept chart to record our ideas (mind map, incorporating the 5 senses)</p> <p>Show me: For the animal shown on screen, what synonym would be a better/ more ambitious choice for the highlighted word.</p> | <p>Starter: which of the poems is not a shape poem and why?</p> <p>Watch me: Building on the comments from the starter activity, explain the purpose of a shape poem and how this might change, depending upon the audience.</p> <p>Using poem 1 (on screen), model text-marking the features, using the key.</p> <p>Help me: Using poem 2, identify which features the poem has and use the key to text mark them.</p> <p>Show me: Using the task that we just completed, identify which features that poem 2 does not have- explain why this might be (link to purpose and audience)</p> | |

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| | | | |
|---|--|--|--|
| <p>Main task: Children re-read the various shape poems on their table and complete the chart, unpicking the theme, language, style and audience. Children then use the information they have recorded to select the poem they liked best from the selection and explain why.</p> | <p>Main task: Using the information that we have highlighted in the poem to choose appropriate actions that we can use, to perform the poem. *This will help children to internalise the text. Class teacher will take photographs for the children's books.</p> | <p>Main task: Children use the concept chart to identify and select key descriptive vocabulary for their chosen animal. They then use the template given to them (identified earlier in the lesson) to compose their shape poem, describing that animal. *Class teachers will use these poems to identify the children's targets for the unit.</p> | |
|---|--|--|--|

This week's reading focus: **Reading Strategy 4 - Greek Mythological Creatures**

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|---|---|--|
| <p>To identify key words from a text</p> | <p>To define vocabulary using context information</p> | <p>To activate concept knowledge to comprehend historical/ cultural language</p> | <p>To explore how the author uses figurative language</p> | |
| <p>Children will explore an unfamiliar text. They will discuss what makes a given word or phrase in a text important, and practice identifying them in the text.</p> | <p>Using the text and VIP words that they found yesterday, children will read through the text and define the key words and phrases that they found</p> | <p>Children will create a bank of VIP words and phrases describing Greek mythological creatures and their features.</p> | <p>Children will continue to explore new vocabulary, and practice identifying unfamiliar figurative language describing familiar mythical creatures</p> | <p>'The History Man' Workshop on The Ancient Greeks</p> |

| Handwriting | Spelling and dictation | Vocabulary |
|---|--|--|
| <p>LI: To form and join the letters: ff</p> <p>Introduction: Children will do the 'ready to write' exercises to warm-up and stretch the muscles they will use for writing. 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). 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: ff, ee, ss Main task: Children practise this formation in the context of the following words: Offer, guess, seeing, coffee, dress, flee, huffing, press</p> | <p>LI: To spell common exception words</p> <p>accident, address, answer, business, calendar, century, disappear, enough, important, knowledge</p> <ol style="list-style-type: none"> Write this week's spelling words into the pupil planner. Find out what the words mean and use the knowledge to complete the activity | <p>Word aware:</p> <p style="text-align: center;">Acropolis Parthenon Ancient City-state</p> |

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| Maths | Monday | Tuesday | Wednesday | Thursday | |
|---|--|---|--|---|---|
| | <u>L1: To add and subtract measurements</u> | <u>To measure capacity and volume in ml and L.</u> | <u>To find equivalent capacities and volumes.</u> | <u>To compare capacity and volume.</u> | <u>To add and subtract capacity and volume.</u> |
| Key vocabulary and key questions | <p><u>Key Vocab:</u> adding, addition, subtraction, difference, kilograms, grams, measurement, mass</p> <p><u>Key Questions:</u> What do you notice? What can you find out from the visuals? What is the difference? How do we find the difference?</p> | <p><u>Key Vocab:</u> adding, addition, subtraction, difference, litres, millilitres, measurement, volume, capacity</p> <p><u>Key Questions:</u> What does volume mean? What does capacity mean? Where have you seen L or ml before?</p> | <p><u>Key Vocab:</u> adding, addition, subtraction, difference, kilograms, grams, measurement, mass</p> <p><u>Key Questions:</u> What does volume mean? What does capacity mean? Where have you seen L or ml before? How do we find missing scales?</p> | <p><u>Key Vocab:</u> adding, addition, subtraction, difference, kilograms, grams, measurement, mass</p> <p><u>Key Questions:</u> What does volume mean? What does capacity mean? Where have you seen L or ml before? How do we find missing scales?</p> | <p><u>Key Vocab:</u> adding, addition, subtraction, difference, kilograms, grams, measurement, mass</p> <p><u>Key Questions:</u> What does volume mean? What does capacity mean? Where have you seen L or ml before? How do we find missing scales?</p> |
| Introduction and learning | <p>Show children two weighing scales and ask them to discuss what they notice or what facts they can create from the image.</p> <p>Show children a new visual and ask them to find the difference between the masses.</p> <p>Repeat the process but children combine the different masses to find the total.</p> | <p>Show children some jugs that have been filled - discuss how we can find out the amount of water in the jugs using the missing number scales.</p> <p>Repeat process with a different image - discuss using skill learnt of deciphering scales.</p> <p>Display the reasoning question and discuss with children how to solve it.</p> | <p>Show children a reasoning problem and discuss as a class - explain how we can partition 1 L into different amounts.</p> <p>Show a visual and get children to find what the volume of the jug is.</p> <p>Show some word problems and have children solve them - may need to recap the fact that 1l is 1000 ml.</p> | <p>Show children some jugs that have been filled - discuss how we can find out the amount of water in the jugs using the missing number scales.</p> <p>Repeat process with a different image - discuss using skill learnt of deciphering scales.</p> <p>Display the reasoning question and discuss with children how to solve it.</p> | <p>Show children two jugs and ask them to discuss what they notice or what facts they can create from the image.</p> <p>Show children a new visual and ask them to find the difference between the volumes.</p> <p>Repeat the process but children combine the different volumes to find the total.</p> |
| Activities and application of learning | <p><u>T1:</u> Children use images to answer the questions</p> <p><u>T2:</u> Children combine or subtract the different masses.</p> <p><u>T3:</u> Children solve word problems involving mass.</p> | <p><u>T1 and T2:</u> Children find the volume of the images shown.</p> <p><u>T3:</u> Children use knowledge of volume to solve reasoning problems.</p> | <p><u>T1:</u> Children find the volume of the images shown.</p> <p><u>T2:</u> Children solve the missing number equations.</p> <p><u>T3:</u> Children use bar models to reason about volume.</p> | <p><u>T1 and T2:</u> Children find the volume of the images shown.</p> <p><u>T3:</u> Children use knowledge of volume to solve reasoning problems.</p> | <p><u>T1:</u> Children use images to answer the questions</p> <p><u>T2:</u> Children combine or subtract the different volumes.</p> <p><u>T3:</u> Children solve word problems involving capacity and volume.</p> |

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| Spanish | Music | Topic- History | PE |
|--|---|--|--|
| <p>LI: To use word and picture cards to recall vocabulary.</p> <p>Children will recap the story that they explored in the previous lesson. They will then practice recalling and using the new language that they learnt, using images to support recall.</p> | <p><u>Ukulele with Hounslow Music Service</u> <u>LI: To practise the songs individually on the ukulele</u></p> <p>Children will be given the opportunity to hear and learn songs that can be played solo or ensemble contexts using the ukulele.</p> | <p><u>LI: To sequence events in chronological order.</u> <u>Starter:</u> How does this topic fit into my prior and future learning? Children use what they already know to place 'Ancient Greece' onto the timeline of world history.</p> <p><u>Watch me/ help me/ show me:</u> Feedback on the starter task. Teachers point out Ancient Greece's place in world history in relation to prior learning (Stone Age- Iron Age and Ancient Egypt). Children will find out more about the key events from the five distinct time periods associated with the Ancient Greek civilisation. They will engage with historical sources to find out clues about life in Ancient Greek times.</p> <p><u>Main Task:</u> To find out when and where the Ancient Greeks lived and make a timeline of key events, using historical sources.</p> | <p><u>Football</u> <u>LI: To develop passing to a teammate</u> <u>Main Learning:</u> <u>The four 'S's</u>: In pairs with one ball, children stand apart. Discuss the four 'S's- stop, step, see, send. Tell the children not to rush and to ensure they maintain the quality of what they are doing under pressure. STOP – Stop the ball by placing your foot on top. STEP - Step next to the ball with your non-kicking foot. SEE – Look up to see where you are going to pass. SEND – Send (pass) to your target using the inside of your foot. Make this harder by increasing the distance that pupils must pass.</p> <p><u>Athletics</u> <u>LI: To develop changeover in relay events</u> <u>Main Learning:</u> <u>Shuttle relay:</u> In groups of four, two children stand one behind the other away from their teammates opposite them. The first child sprints up to their teammate opposite, passing the baton to them. They run towards their teammate at the opposite side, this continues until all children get back to their original place. <u>Pass and run relay:</u> In groups of four children line up one behind the other with the child at the back of the line starting with the baton. They pass the baton to the pupil in front of them who passes it on until the pupil at the front has it. This pupil then runs to an end cone and back to the back of their line to restart the process</p> |

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| Computing | Science | PSHCE | R.E |
|--|--|--|---|
| <p>LI: To explore a new programming environment. Children will discuss their prior knowledge of programming and scratch. They will then learn some of the functions of different blocks in scratch, and how to use them to add, change and move sprites and backgrounds. Children will then independently explore scratch, attempting to create different programs moving and altering sprites.</p> | <p>To investigate how water is transported within plants. Children will be looking at more depth into the stems of plants. They will look at microscope images of the plant's stem and discuss how this works. The children will then investigate using celery and food colouring to see how the stem transports water.</p> | <p><u>L.I: I can identify and put into practice some of the skills of friendship</u> Main Task – Children will be given one of the friendship conflict scenarios using either the 'Solve it together technique' or the 'Mending Friendships' resource sheet, used in the starter, to demonstrate how the issues could be resolved.</p> | <p>To explore the significance of water in rituals. Children will be discussing the different religious events they know that involve water. We will discuss what the term ritual means and which rituals children know about. We will learn more about the Buddhist's rituals involving water. Children will then write down the Buddhist ritual information.</p> |

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:

History-Using your knowledge and experiences of the workshop, write a diary entry from the perspective of a child in ancient Greece. Describe what your life is like.