Weekly Overview Year Group: 3 Week beginning: 22nd May 2023.

Alexandra Primary School
Aspire, Perform, Succeed

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English:	**English - Greek Myths**			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
LI: To discuss and record ideas (shared plan- continued from Friday)	**LI: To use adverbial phrases** **LI: To use commas after fronted adverbials**	**LI: To use descriptive writing (short Burst Writing)**	**LI: To use a variety of openers (shared write)**	**History Man Ancient Greece Workshop**
Key Vocabulary: allegory, tale, story, myth, legend, genre, plot, fable, lesson, fantastical, creature, quest, magical, supernatural, culture, villain, hero, character, setting, conflict, resolution, metamorphosis ***Key Questions:*** *When planning a myth, what information is important to share with the reader and when, without giving the plot away too soon?* *How important is the setting and character 'origin' in texts such as a myth?*	***Key Vocabulary:*** allegory, tale, story, myth, legend, genre, plot, fable, lesson, fantastical, creature, quest, magical, supernatural, culture, villain, hero, character, setting, conflict, resolution, metamorphosis ***Key Questions:*** *What is an adverb?* *What purpose do adverbs have?* *What questions of the reader can adverbs answer?* *How can adverbs be classified?* *How can adverbs be modified so they become an adverbial phrase?* *How can we start sentences with adverbs/ adverbial phrases?*	***Key Vocabulary:*** allegory, tale, story, myth, legend, genre, plot, fable, lesson, fantastical, creature, quest, magical, supernatural, culture, villain, hero, character, setting, conflict, resolution, metamorphosis ***Key Questions:*** *When planning a myth, what information is important to share with the reader and when, without giving the plot away too soon?* *How important is the setting and character 'origin' in texts such as a myth?*	***Key Vocabulary:*** allegory, tale, story, myth, legend, genre, plot, fable, lesson, fantastical, creature, quest, magical, supernatural, culture, villain, hero, character, setting, conflict, resolution, metamorphosis ***Key Questions:*** *When planning a myth, what information is important to share with the reader and when, without giving the plot away too soon?* *How important is the setting and character 'origin' in texts such as a myth?*	
Starter: On the screen, show images of the four seasons. Ask the children to discuss this with their children, recording any facts they know about the seasons around the images. **Watch me:** Explain that for our shared-write we will be composing a myth which answers the question: Why are there seasons?' Today, we will be planning that myth. **KQ: What things will our plot need to include?** From other myths that we have read so far, we will need a hero/ protagonist, villain/ antagonist, magical object, mythical creatures. **Help me:** Using ideas we have already, on the mind map, plot different scenarios that could have resulted in seasons.	**Starter:** On screen, show children extracts from the model text where the adverbial phrases have been underlined. **KQ: What part of speech has been underlined? What purpose does this part of speech perform?** **Watch me:** Explain the role of adverbs and the extra information they give the reader about how a verb has been carried out. **Mini task:** Teacher to read out different sentences where a verb is described using an adverb. Children will act this out. **Help me:** Children match the adverbs/ adverbial phrases on the screen to the 5Ws, to show the additional information they give the reader. **Show me:** Correct the sentences by inserting a comma at the appropriate place after a fronted adverbial.	**Starter** T;T;Y;P: Who/ what is your favourite book character of all time and why? Children feedback their ideas to the class. Explain to the class that one of the important jobs an author needs to do is make the protagonist (main good character) relatable and likeable and the antagonist (main for) unlikeable and mean. That way, when readers read the story, they want the main character to achieve their quest and defeat the foe.Readers feel like they are best friends with the main character and are rooting for them to win. **Watch me** Use the 5 senses to generate adjectives and nouns about the mythical picture, using the images as a stimulus. **Help me:** Convert the adjective and adverb to a	**Starter:** Match the 'opener' type to its definition. **Watch me/** Read the extract from 'Imelda and the model text and identify how a variety of openers have been used and the effect that this has had on the reader. **Help me:** Improve the sentences by ensuring they open with: · adjective · adverbial · simile **Show me:** Using the picture prompt, write sentences that have the following openers: · rhetorical question · onomatopoeia · speech · abstract noun	

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Then, read a few examples of existing myths from around the world that explain weather/ seasons. Also record these ideas around the mind map **Show me:** Plan the rest of the plot ingredients that will be included in our myth.		simile. **Show me:** On whiteboards, write a simile about the picture.		
Main task: Using the ideas generated in the lesson, and the structure generated earlier in the week, children and the teacher complete the boxing-up grid for their myth.	**Main task**: Children complete their worksheet	**Main task:** Children use the word banks and images of the mythical creatures provided to write descriptive sentences/ phrases.	**Main task:** Together, using the skills developed in today's lesson, children and teacher to share-write the introduction/ setting and build-up of our story.	

This week's reading focus: Reading Strategy 8 (RC)

Monday	Tuesday	Wednesday	Thursday	Friday
To identify the main points in a text	To order information from a text	To summarise information from a text	To select key information from more than one question	**History Man** **Ancient Greece Workshop**
Read a short myth with the class. Identify and draw the key events in the text as a small story map - limit to 5 stages only. (Comic Strip Myth)	Building on the identification of the main points in a text, the children have to sequence the key events accurately.	Children have to identify the correct summary of a new myth that we share. They then summarise one together, choosing the correct sentence strands that fit best.	The 2 myths from the Reading Lessons this week are compared and the children select the correct information from each to answer questions.	

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Handwriting	Spelling and dictation	Vocabulary
LI: To form and join the letters; ly	**LI: To spell words with an unstressed vowel.**	**Word aware:**
Watch me*: practise forming repeated patterns that develop the hand motion needed for this formation.* *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:* ***ily, ify, ity*** ***Main task:*** *Children practise this formation in the context of the following words:* ***Correctly, clarify, fly, cruelly, happily, slyly, slowly, shyly, lightly***	**heaven, deafening, definitely, desperate, business, dictionary, library, miserable, different, interesting, frightening, secretary** Write this week's spelling words into the pupil planner. Find out what the words mean and use the knowledge to complete the activity.	**architecture** **democracy** **myth** **mythical** **pottery**

Maths Time: estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks Know the number of days in each month, year and leap year.	Monday	Tuesday	Wednesday	Thursday	Friday History Man
	L.I: To identify and apply knowledge of hours in a day and days in a week	**L.I: To identify and apply our knowledge of days in a month and year**	**Maths Paper 1**	**Maths Paper 2**	**History Man** **Ancient Greece** **Workshop**
Key vocabulary and key questions	**Key Vocab:**hours, minutes, 24 hours, am, pm, afternoon, morning, evening, midnight **Key Questions:** How many days are there in one week? How many days/hours are spent at school in one week? How many days/hours are not spent at school in one week? How many hours are there in one	**Key Vocab:** hours, minutes, 24 hours, day, months, year, leap-year, calendar **Key Questions:** Which month comes before ? Which month comes after ? In which month is your birthday? Which month changes when there is a leap year? How often is there a leap year? How many ? are there in a ?			

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	day? How can you use this fact to work out how many hours there are in …days?				
Introduction and learning	**Starter:** What's the Time Mr/Ms Wolf? Analogue clock. **Ping Pong 1:** Hours in a day **Ping Pong 2:** Days in a week **Ping Pong 3:** Application in problems	**Starter:** What's the Time Mr/Ms Wolf? Digital 12 hour clock Am and PM **Ping Pong 1:** Months in a year **Ping Pong 2:** Days in a month **Ping Pong 3:** Application in problems			
Activities and application of learning	**Main Task:** Questions such as: There are hours in a day, so there are × = hours in days. There are ? days in a week **Challenge:** Use calendars to solve real-life situational problems. (Contextual learning). **Support:** Times Tables Squares. Calendars. Statement prompts. **Plenary:** Spot the mistakes by the teacher.	**Task:** Contextual investigation regarding days, months, years and leap years. Apply to questions such as: There are _____ days in a year. There are _____ months in a year. There are _____ days in a leap year. There are _____ days in a week. Leap years happen every _____ years. **Challenge:** True/False Investigations. Spot the mistakes. **Support:** Times Tables Squares. Calendars. Statement prompts. **Plenary:** Always, sometimes, never			

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Spanish	Music	PE
LI: To revise vocabulary for the body Children will revise and consolidate their knowledge, then independently use their new vocabulary in a variety of forms and contexts.	**Ukulele with Hounslow Music Service** **LI: To perform the songs ensemble on the ukulele** Children will be given the opportunity to hear and learn songs that can be played solo or ensemble contexts using the ukulele.	**Football** **L.I: To apply the rules and tactics you have learnt to play a football tournament** **Starter:** Split the children into teams. Ask the children to lead their own group warm up to include a pulse raising activity and dynamic stretches. **Main Learning:** Set out two or three pitches, each with cones 4m wide for goals. Referees: One child from each team will help referee each game. They will also need to keep the score. Rotate this person each time the pupils play a new game. Remind all children that the referee's decision is final and it is important to be respectful of the referees, teammates and opponents at all times. Order of play: For four teams: Pitch 1 1v2 1v3 1v4 Pitch 2 2v4 3v4 2v3 **Cool down:** Question the pupils on their understanding of the different rules and skills learnt. *Can they select a player who they thought contributed well to the game from their team and explain why? Can they select a player from another team who they thought Plenary contributed well to the game and explain why? Did they use any tactics in their matches, can they share their ideas?* **Athletics** **LI: To develop officiating and performing skills** **Starter: On the spot:** Pupils begin in their own space. Teacher to call out the following movement actions for the pupils to perform on the spot: running high knees heel flicks star jumps **Main Learning:** In groups of six, children complete the following stations as a carousel. They will work in pairs within their group. At all stations three children will work at a time whilst their partner helps to count and measure, except for the relay station in which all six children will work together **Explain the stations:** Speed bounce, Sprints, standing long jump, pull throw, push throw, relay **Cool down**: Ask the children to identify which activities they felt were their strongest? *Who helped them with their technique today?*

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Art	Science	PSHCE	R.E
LI: Use equipment and media with confidence. **LI: To construct a simple base for extending and modelling.** Using the skills developed over the last few weeks, children create their vase, using the clay and the tools provided.	LI: To record our findings and draw conclusions Children will complete the second part of their experiment they began earlier this term. They will observe the plants that have grown from their seeds, and consider how the different variables have affected their growth. Children will use their observations to draw conclusions about what plants need to thrive.	**L.I: I know how to express my appreciation to my friends and family** **Starter** – Play the Appreciation Game, e.g. Say hello to someone in the room who you haven't spoken to yet today • Smile at someone who is friendly to you • Shake hands with someone who has the same eye colour as you • High five someone who is a good friend to you • Say thank you to someone who has helped you recently **Main Task –** Today, you will be making a streamer: You will have 3 strips, the strips will be: One representing a friend One representing a family member One for a child they don't know but who they respect On each strip to complete the sentence: You are special to me because...	LI: To reflect on my knowledge of Sikhism. Children will reflect on their learning this term, and consider why sharing is important to themselves and to those around them.

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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 ½ term Homework: