



## Weekly Overview Year Group: 3 Week beginning: 24<sup>th</sup> June 2024.

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English: Comics			English - Persuasive Writing	
Monday	Tuesday	Wednesday	Thursday	Friday
LI: To edit, improve and publish a text			LI: To retrieve information from a text	LI: To compose a persuasive text (cold Write)
<p><b>Key Vocabulary:</b> comic, graphic novel, character, illustration, speech bubbles, panel, frame, balloon, bubble, tier, caption, script, gutter</p> <p><b>Key Questions:</b>            How is dialogue presented in a comic?            How are speech bubbles varied to convey mood, character personality and volume?            How is the character developed through illustration? Are simple or detailed illustrations best?            How is the passing of time expressed in a comic?            How are caption boxes used to move the story on or add important information?            How do differently styled panels help emphasise certain details or create suspense?</p>			<p><b>Key Vocabulary:</b>            advert, persuade, convince, topic, audience, purpose</p> <p><b>Key Questions:</b>            What is the purpose of an advert?            What does a good advert have?            How do adverts connect with their audience?</p>	<p><b>Key Vocabulary</b>            persuade, convince, connect, engage, audience</p> <p><b>Key Questions:</b>            What is an advert?            What techniques do adverts use to engage their audience?            How do language and stylistic features vary?</p>
<p><b>Starter:</b> At the beginning of each session, children swap their project with a partner who will use the checklist to give them feedback for the work they have done so far.</p> <p>Watch me: Using the video tutorials of comic illustrators, children learn the best ways to draw their characters and create special effects.</p> <p><b>Help me:</b> Children discuss with their partner a suitable concept for their cover design.</p> <p><b>Show me:</b> Examples of special effects that could be used to achieve a certain purpose.</p> <p><b>Main task:</b> Children work together to compose, draft, edit and publish their comic. They must also produce a suitable cover.</p>			<p><b>Starter:</b> What do the texts shown on screen all have in common? (Persuasive texts)</p> <p><b>Watch me:</b> The teacher will introduce the genre and build upon prior learning, ensuring children are aware of the purpose and audience.</p> <p><b>Help me:</b> learn how to retrieve and combine information from a text to answer questions.</p> <p><b>Show me:</b> How could the answer to the following question be improved?</p>	<p><b>Watch me:</b> explore the purpose of advertisements and some of the language techniques they use to engage their audience.</p> <p><b>Help me:</b> You will look at a variety of well-known adverts and using the slogan, identify the brand.</p> <p><b>Show me:</b> Looking at the advert language, style, theme, and image, who do you think the audience for each advert might be?</p>
			<p><b>Main task:</b> Use the skills developed in today's lesson to answer the comprehension questions about an advert (google slides document)</p>	<p><b>Main task:</b> The ancient Greek Gods are no longer worshipped and Mount Olympus went into administration and was successfully bought over by 'Merlin Entertainments' (the company that owns Alton Towers). Their plan is to turn Mount Olympus into a theme park. However, instead of the usual rides, the Mythical creatures and gods have been employed to provide the experiences e.g. Minotaur's labyrinth, Poseidon's waterpark, Pegasus flight trip. Create an advert, persuading people to go to the new theme park.</p>



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### This week's reading focus: **Reading Strategy 4- Determining importance**

<b>Monday</b> To activate concept knowledge to comprehend historical/ cultural language	<b>Tuesday</b> To define vocabulary using context information	<b>Wednesday</b> To explore how the author uses subject specific language	<b>Thursday</b> To select keywords and information from a text to answer questions	<b>Friday</b> To explore how the writer uses language as a cohesive device
<p><b>Starter:</b> activate prior knowledge</p> <p><b>KQ-How do good readers know what words and phrases in a text are important and those which are not?</b></p> <p><b>Input:</b> Explain that this week, we will be using the techniques recorded in the starter activity (see class anchor chart) to learn more about our new Geography topic:</p> <p><b>KQ- What do we know about Greece already?</b></p> <p>Point out that geographical texts will have Geographically specific language, which can be a barrier to comprehension. Today we will be exploring techniques for overcoming this.</p> <p><b>Main task:</b> Read the text, identifying Geographically specific language. Add these to the key words glossary grid.</p>	<p><b>Starter</b></p> <p>Children view an extract of text on screen with a pictorial clue. They need to match the highlighted word to the correct definition, based on the clues from the text and the picture. They need to be able to justify their opinion and feed this back to the class.</p> <p><b>Input</b></p> <p>The teacher will model different types of vocab questions and model how to use connections, prior knowledge, and context clues from the text to infer meaning.</p> <p><b>Main task:</b></p> <p>Children read the information text about Greece and record their research notes on the matrix.</p>	<p><b>Starter</b></p> <p>Match the formal word to their everyday counterparts.</p> <p><b>Input</b></p> <p>Explain that in nonfiction texts, formal/ expert language is used and this can be a barrier to comprehension for readers. Model how to use context clues in the text, picture cues and prior knowledge to infer what these words mean.</p> <p><b>Main task:</b></p> <p>Children read the information text about Greece and record their research notes on the matrix.</p>	<p><b>Starter:</b> Spot the mistake</p> <p><b>Input:</b> Using the recent assessment paper, the teacher will go through and address misconceptions that the children have about each 'vocabulary' based question.</p> <p><b>Main task:</b></p> <ul style="list-style-type: none"> <li>• discuss the answers given</li> <li>• discuss any mistakes made and how to fix them.</li> </ul>	<p><b>Starter:</b> Show children some non- fiction text examples about Greece. Children consolidate recent strategies by making connections and forming questions on post-it notes.</p> <p><b>Input:</b> Explore the text with the children, stopping after each section to recap the main points.</p> <p><b>KQ- What technique does the author use to ensure that the reader can follow the information?</b></p> <p>Explore how subheadings are used in the text. How will they help us in our task today?</p> <p><b>Main task:</b> Children read the texts and use their highlighters to determine the important details from their allocated topic:</p> <ul style="list-style-type: none"> <li>• Islands &amp; mainland</li> <li>• Seas</li> <li>• Bordering countries</li> <li>• Climate</li> <li>• population</li> <li>• mountains</li> </ul>



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Handwriting	Spelling and dictation	Vocabulary
<b>LI: To form and join the letters: tt</b>	<b>LI: To spell compound words</b>	<b>Word aware: linked to the wider curriculum</b>
<p><b>Watch me:</b> 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><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>itt, att, ott</i></p> <p><b>Main task:</b> Children practise this formation in the context of the following words: <i>litter, cattle, bitter, fitter, better, butter, hotter, rattle, gutter</i></p>	<p>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> <p style="text-align: center;"><b>toothbrush, firefighter, rainbow, dustpan, postman, hairbrush, cloakroom, backpack, teapot, waterfall</b></p>	<p><b>antique</b> <b>idol</b> <b>dialogue</b> <b>geography</b> <b>grammar</b></p>



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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	<b>L.I: interpret information from pictograms.</b>	<b>L.I: To construct pictograms</b>	<b>L.I: To interpret information from bar charts</b>	<b>L.I: To construct and present data using bar charts</b>	<b>To find a fraction of an amount.</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocab:</b> scale, axes, value, key, interpret, construct, pictures</p> <p><b>Key Questions:</b>            What is each symbol worth?            What does half of the symbol represent? Is it always possible to use half of a symbol? Why?            What other questions could you ask about the pictogram?</p>	<p><b>Key Vocab:</b> scale, axes, value, key, interpret, construct, pictures</p> <p><b>Key Questions:</b>            What is each symbol worth?            What does half of the symbol represent? Is it always possible to use half of a symbol? Why?            What other questions could you ask about the pictogram?</p>	<p><b>Key Vocab:</b> scale, axes, value, key, interpret, difference, x axes, y axes, labels, quantity</p> <p><b>Key Questions:</b>            What's the same and what's different about the pictogram and the bar chart?            How does the bar chart help you understand the information?            What other questions could you ask about the bar chart?</p>	<p><b>Key Vocab:</b> scale, axes, value, key, interpret, construct, x axes, y axes, labels, quantity</p> <p><b>Key Questions:</b>            How can we use the data from this table/chart/pictogram to construct a bar chart?            Which scale should we use?            How can we decide whether to have a scale going up in intervals of 1, 2, 5 or 10?            Have you labelled the Bar Chart accurately?</p>	<p><b>KV:</b>            partition, numerator, denominator, addition, subtraction, divide, multiply</p> <p><b>KQ:</b>            How can we use fractions to find amounts of quantities?            What operation would we need to use the most?            How is division linked to fractions?</p>
<b>Teaching and Learning</b>	<p><b>Starter:</b> Existing knowledge of bar charts and recap tables of data</p> <p><b>Ping Pong 1:</b> Retrieve data from a pictogram. Analyse the question types.</p> <p><b>Ping Pong 2:</b> Answer questions by comparing data in a pictogram</p> <p><b>Ping Pong3:</b> Reason about pictogram data and accuracy.</p>	<p><b>Starter:</b> Interpret pictograms</p> <p><b>Ping Pong 1:</b> Collect data from class</p> <p><b>Ping Pong 2:</b> Construct pictogram axes, labels and title</p> <p><b>Ping Pong 3:</b> Construct picogram pictures and choose values (from tally chart information)</p>	<p><b>Starter:</b> Existing knowledge of bar charts and recap tables of data</p> <p><b>Ping Pong 1:</b> Retrieve data from a bar chart. Analyse the question types.</p> <p><b>Ping Pong 2:</b> Answer questions by comparing data in a bar chart.</p> <p><b>Ping Pong3:</b> Reason about bar chart data and accuracy.</p>	<p><b>Starter:</b> Look through Paper 1 Arithmetic together and address any misconceptions/edit</p> <p><b>Ping Pong 1:</b> Features of a bar chart are recapped and explored further.</p> <p><b>Ping Pong 2:</b> Use data from other sources to complete/semi-construct bar charts.</p> <p><b>Ping Pong3:</b> Collect, construct and reasoning</p>	<p>Children will be learning about how division is linked to finding fractions of amounts. They will be learning about using unit-fractions to find quantities. Children will understand that the denominator represents the number of groups and the numerator is the number we care for.</p>



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Spanish	Music	Topic- Geography	PE
<p><b><u>LI: To learn the phrase 'Vivo...'</u></b></p> <p>Children will recap what they have learnt so far. They will then learn the phrase 'Vivo...' and use it to identify the various types of buildings ancient peoples lived in.</p>	<p><b>Ukulele with Hounslow Music Service</b></p> <p><b><u>LI: To practise the songs ensemble on the ukulele</u></b></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> <hr/> <p style="text-align: center;"><b>Computing</b></p> <hr/> <p><b><u>LI: To develop a program by adding new features.</u></b></p> <p>Children will continue to expand their programming knowledge. They will learn how to further improve and expand a programs' capability by adding features of their own.</p>	<p><b><u>LI: To describe the location and characteristics of a place.</u></b></p> <p><b><u>Starter:</u></b> show children a blank map of Greece</p> <p><b><u>Main task:</u></b> Children complete their group's given task by labelling the map</p> <ul style="list-style-type: none"> <li>• Cities</li> <li>• Capital city</li> <li>• islands</li> </ul>	<p><b><u>Athletics</u></b></p> <p><b><u>LI: To practise our over-arm throwing skills</u></b></p> <p>Children will be learning the proper technique for an over-arm javelin throw. They will talk through the different steps required to make the throw before working as teams to perfect the motion.</p> <p><b><u>Dodgeball</u></b></p> <p><b><u>LI: To develop catching a dodgeball at different heights</u></b></p> <p><b><u>Main Learning: Catching practice:</u></b> In pairs with one ball and one hoop between them. Children start opposite each other with the hoop on the floor between them. They take turns to throw the ball into the hoop for their partner to catch. <i>Can they catch it after just one bounce? Q: How is catching a dodgeball different to other balls?</i></p>
DT	Science	PSHCE	R.E
<p><b><u>LI: To decorate fabric using appliqué and cross stitch</u></b></p> <p><b><u>Input:</u></b> Teach the teach</p> <p><i>How do I thread a needle?</i></p> <p><i>How do I do a basic running stitch?</i></p> <p><i>How is it different to cross-stitch?</i></p> <p>Check you have all the materials that you will need for decorating your cushion.</p> <p><b>Remember</b> to leave a border or at least 1 cm to allow space for the seam. They can mark this on with chalk.</p> <p><b><u>Main Task: Make</u></b></p> <ol style="list-style-type: none"> <li>1. Sew patterns or attach the appliqué patches to one face at a time (at this point they are decorating the faces).</li> <li>2. Appliqué should be securely sewn on with small, neat stitches that are kept close together.</li> <li>3. Decorative cross-stitches should be consistent in size and shape.</li> </ol>	<p><b><u>LI: To understand that light from the sun can be dangerous and what materials can be used to protect our eyes.</u></b></p> <p>Children will learn why and how light from the sun can be harmful. They will explore various materials that can be used to protect our eyes from the sun.</p>	<p><b><u>LI: To identify how boy's and girls' bodies change on the inside during the growing up process</u></b></p> <p><b><u>Main Task –</u></b> Working in pairs, find the correct words to fill in the gaps in the first part of the sheet. Then write their own thoughts to complete the sentence stems in the second part.</p> <p>Invite children to share some thoughts about the good things and the worries about puberty. Remember, changes happen in a different way for everyone - sooner/later, faster/slower. What happens for you is right for you.</p>	<p><b><u>LI: To explore the significance of eternal flame in the Jewish and Zoroastrian worldviews.</u></b></p> <p>Children will be learning about how the Jewish community worship and use the eternal flame and the story behind the eternal flame. Children will also be learning about how the eternal flame is used within the Zoroastrian community.</p> <p>Children will then be making comparisons between the different aspects of these religious views.</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:** Who was Alexander the Great? Research his life and the impact he had on Ancient Greece-and the world. Use SAFE SEARCH and an ADULT to help you investigate. Show your work in any format you choose e.g. information poster, power point presentation, models with information, non-chronological report, comic strip etc