

Weekly Overview Year Group: 3 Week beginning: 25th March 2024



Alexandra
Primary School

Aspire, Perform, Succeed

Every Monday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on Monday and will be expected to be completed by the Friday of that week.

English:	English - Newspapers		
Monday	Tuesday	Wednesday	Thursday
<p>LI :To select information from different sources LI: To discuss and record ideas</p>	<p>LI :To organise a text into paragraphs</p>	<p>LI: To use journalistic language (shared write) LI: To structure writing using organisational devices</p>	<p>DT Day Writing skills taught and used through the DT project</p> <p>Writing skills</p> <ul style="list-style-type: none"> ● To use adjectives to describe ● To use language to compare and contrast ● To label a diagram using subject specific language ● To use adverbials of time ● To use causal conjunctions ● To choose appropriate organisational devices to structure a text ● To use brackets for parenthesis
<p>Key Vocabulary: <i>Organisation, introduction, 5 Ws, attention, headline, hook, paragraphs, chronology, adverbials.</i></p> <p>Key Questions:</p> <ul style="list-style-type: none"> ● Why is boxing-up a good technique to use when planning a text? ● What makes a good orientation? ● What makes a good headline? 	<p>Key Vocabulary: <i>adverbials, adverbs, conjunctions, journalistic, phrases, link, introduce, conclude.</i></p> <p>Key Questions:</p> <ul style="list-style-type: none"> ● What is journalistic language? ● How are adverbials and conjunctions used in this genre to link ideas and state what happened? 	<p>Key Vocabulary: <i>adverbials, adverbs, conjunctions, journalistic, phrases, link, introduce, conclude.</i></p> <p>Key Questions:</p> <ul style="list-style-type: none"> ● What is journalistic language? ● How are adverbials and conjunctions used in this genre to link ideas and state what happened? 	
<p>Watch me: 'Breaking News'- <i>A mummy has escaped from the British Museum.</i> Explain to children that they will be reporting on this story.</p> <p>Help me: Use ideas from our History unit to identify the 'Who, what, where and when' for the orientation.</p> <p>Show me: children create quotes for the news report article e.g. a museum security guard, passenger on the Piccadilly line.</p>	<p>Starter: Steal a starter: On screen, show several headline options for a news article about an escaped mummy. Children choose their favourite one.</p> <p>Watch me: Recap the rules for using paragraphs in a newspaper report.</p> <p>Help me: Edit the text so that the quotes are punctuated correctly and that the paragraph around them is organised appropriately.</p> <p>Show me: Spot the mistake.</p>	<p>Starter 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>Watch me: Using the editing station cards, the teacher will guide the children in editing their sentences for each type of punctuation</p> <p>Help me/Show me: Using the bank of journalistic language, children complete the sentences on screen.</p>	
<p>Main task: Complete the boxing-up grid for their newspaper plan.</p> <p>Challenge: Using the features success criteria, children edit their plans.</p>	<p>Main task: Using the plans they produced yesterday, children write their Hot Write newspaper report on the template provided.</p>	<p>Main task: Children write the remainder of their news report onto the template (which has images already included), ensuring that the concluding paragraph is structured correctly.</p> <p>Extension: Children use the editing station cards to independently improve their writing.</p>	

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This week's reading focus: Reading Strategy 3- Visualisation (introduction to our next topic- this will support children in their homework)

<u>Monday</u> To retell a story using images	<u>Tuesday</u> To discuss words and phrases that capture the imagination	<u>Wednesday</u> To apply prior/ concept knowledge to visualise	<u>Thursday</u> To identify text evidence to form character profile
<p>Starter: show images of a familiar story Children work with their partner to put the images in order, justifying their choice.</p> <p>Watch me: introduce the children to our new history unit about Ancient Greece. through a Greek myth.</p> <p>Help me/ show me: Together read the myth and identify the main events.</p> <p>Main task: Children put the images from the myth in the correct order, to retell the story.</p>	<p>Starter: Children look at the images on screen and match each to the correct sentence to caption them.</p> <p>Watch me: Explain that in each of the sentences we just read contained language that enabled us to match the picture to the sentence:</p> <ul style="list-style-type: none"> ● nouns ● adjectives ● prepositions ● verbs ● adverbs. <p>Help me: Together, read the Greek Myth from yesterday's lesson again and identify the nouns, adjectives and prepositions, using the key to text-mark.</p> <p>Show me: Together, read the text and identify the verbs and adverbs, using the key to text-mark.</p> <p>Main task: Children produce an image depicting what they visualised, from the language we identified together.</p>	<p>Starter: Using the Anchor chart, recap the techniques that readers use to visualise.</p> <p>Watch me: Show words on the screen (verbs, prepositions, adverbs). Explain that in certain texts these words are helpful when visualising. Link to recent learning in our Geography unit where we have been developing locational knowledge.</p> <p>Help me: Play 'Simon says' to develop the language of direction.</p> <p>Show me: Skim and scan the map to find certain locations.</p> <p>Main task: Children work in pairs to give instructions to get from one specified point on the map to another.</p>	<p>Starter: children work in pairs to match the synonyms of emotions to each picture of facial expressions.</p> <p>Watch me: Explain that facial expressions can tell us a lot about a character in a text, but that authors give the reader lots of other clues about a character and their feelings/ behaviours:</p> <ul style="list-style-type: none"> ● Actions ● words spoken ● body language ● tone of voice ● interactions/ reactions to/ with other characters. <p>Help me/ show me: Find the evidence in the text that describes how the character is feeling.</p> <p>Main task: Children have a passage of text that they draw key information from enabling them to visualise the character. They then use this to produce an annotated profile of the character, including an illustration.</p>



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Handwriting	Spelling and dictation	Vocabulary
<p>LI: To form and join the letters: IT</p>	<p>LI: To recall and apply spelling rules (assessment)</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:</p> <p>We will then learn how to form groups of letters, requiring this join, The teacher will model this, and children will trace/ copy: ke ie ly</p> <p>Main task: Children practise this formation in the context of the following words:</p> <p>Monday, Wednesday, Saturday, triangle, square, England, London</p>	<p>1. Write this week's spelling words into your pupil planner (words from the half term that are still being misspelt and need to be revised):</p> <p>fabulous, silliness, grateful, they're, piece, careful, readily, miraculous, angrier, happiness.</p> <p>2. Practise using the revision methods to learn the spelling of each word.</p> <p>Revision methods:</p> <ul style="list-style-type: none"> • spelling scribble • word pyramids • word pictures • words within words • look, cover, write, check • number of syllables 	<p>proposal</p> <p>affected</p> <p>change</p> <p>impact</p>

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Maths	Monday	Tuesday	Wednesday	Thursday
	To revise addition skills.	To revise subtraction skills.	To revise multiplication skills.	To revise division skills.
Key vocabulary and key questions	<p>KV: Adding, addition, missing number, plus, combine, altogether, total</p> <p>KQ: How would we find a missing number in an addition equation? Spot the mistake made here? Can you explain how to fix it?</p>	<p>KV: Subtract, subtraction, subtracting, take-away, decrease, less than</p> <p>KQ: How would we find a missing number in a subtraction equation? Spot the mistake made here? Can you explain how to fix it?</p>	<p>KV: Multiply, multiplication, times, repeated addition</p> <p>KQ: How would we find a missing number in a multiplication equation? Spot the mistake made here? Can you explain how to fix it?</p>	<p>KV: Divide, division, sharing, equal groups, grouping.</p> <p>KQ: How would we find a missing number in a division equation? Spot the mistake made here? Can you explain how to fix it?</p>
Introduction and learning	<p>Recap the core skills for solving an addition equation – address misconceptions when needed. Introduce a missing number equation, discuss how to solve, and do as a class, next provide children an opportunity to solve one themselves – address misconceptions. Provide a reasoning question to discuss as a class and talk about how to solve.</p>	<p>Recap the core skills for solving a subtraction equation – address misconceptions when needed. Introduce a missing number equation, discuss how to solve, and do as a class, next provide children an opportunity to solve one themselves – address misconceptions. Provide a reasoning question to discuss as a class and talk about how to solve.</p>	<p>Recap the core skills for solving a multiplication equation – address misconceptions when needed. Introduce a missing number equation, discuss how to solve, and do as a class, next provide children an opportunity to solve one themselves – address misconceptions. Provide a reasoning question to discuss as a class and talk about how to solve.</p>	<p>Recap the core skills for solving a division equation – address misconceptions when needed. Introduce a missing number equation, discuss how to solve, and do as a class, next provide children an opportunity to solve one themselves – address misconceptions. Provide a reasoning question to discuss as a class and talk about how to solve.</p>
Activities and application of learning	<p>T1: Children solve addition equations. T2: Children solve missing number equations. T3: Children solve a range of reasoning problems.</p>	<p>T1: Children solve subtraction equations. T2: Children solve missing number equations. T3: Children solve a range of reasoning problems.</p>	<p>T1: Children solve multiplication equations. T2: Children solve missing number equations. T3: Children solve a range of reasoning problems.</p>	<p>T1: Children solve division equations. T2: Children solve missing number equations. T3: Children solve a range of reasoning problems.</p>

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Spanish	Computing	Science	R.E
<p>LI: To express which fruits I do not like in Spanish</p> <p>Children will consolidate and review the knowledge of fruits. They will then practise orally informing a peer using appropriate vocabulary which fruits they like and dislike.</p>	<p>LI: To compare the information shown in a pictogram with a branching database</p> <p>Children will consolidate their knowledge of branching databases, comparing and contrasting how information can be shown.</p>	<p style="text-align: center;">Science workshop!</p>	<p>LI: To explore Hindu beliefs about the soul. Children will be learning about Hindu's beliefs about the soul and how their actions can affect their soul. They will learn about Karma and how actions affect Karma.</p>
DT		PSHCE	PE
<p><u>LI: To evaluate our final product.</u> Starter: Children will be asked to look at their original design, they will be asked to note down in purple pen any changes that they had to make to it and why. Input: Children will be given the opportunity to look at each aspect of this project from the:</p> <ul style="list-style-type: none"> - Design against the design criteria - It should contain a working pneumatic system - It should be well made and not easily broken <p>Main Task: Children will complete their final evaluation for their completed product. They will be asked to:</p> <ul style="list-style-type: none"> - Describe their final product, 		<p><u>L.I: To understand how complex body is and how important it is to take care of it.</u> Starter – We will be returning to their fitness challenge (from lesson 1). Input – Children will be shown a variety of facts about the body. The children need to discuss whether they think the fact is true or not. Main Task – Today, in pairs the children are going to design and create their infographic.</p>	<p>Cricket <u>L.I: To apply skills learnt to mini cricket.</u> Main Learning: <u>Fielding skills:</u> Explain to the children that they are going to recap on some of the different throwing, bowling and fielding techniques that they have learnt over the past few lessons. <u>Paired Batting:</u> In groups of six. Three teams of two in each group. Children bat in pairs and each pair bats for eight balls Gymnastics (Dance Energy) <u>LI: To create a partner sequence incorporating equipment</u> Main Learning: <u>Exploring skills:</u> Children work in pairs on one mat with one hoop between them. Give the children time to explore and remember skills from the previous lesson using their hoop e.g. circling, spinning, skipping with the hoop. Children take it in turns to show the skills they have learnt to their partner.</p>
		<p style="text-align: center;">Geography</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.

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.

History - Research the Ancient Greeks

Choose 1 area to investigate with your own research. Get ready to present it and for display by the first Friday back (21st April).

These are some suggestions:

- 1) Gods and Goddesses
- 2) Mythical creatures
- 3) A myth from the Ancient Greek Era
- 4) Clothing
- 5) Schools
- 6) Food
- 7) Jobs and Society

You can demonstrate your learning through any method. For example: poster, information text, art e.g. painting/sketching/model making, story/myth, power point/online - be creative :)

