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English- Diary Entries				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
LI: To discuss and record ideas (shared plan)	**LI: To use emotive language**	**LI: To write verbs in the past tense (perfect and progressive)**	**LI: To use causal conjunctions**	**LI: To organise ideas into paragraphs (shared write)**
Key Vocabulary: Past tense, first person perspective, inverted commas, time conjunctions, paragraphs *Key Questions:* -How can we summarise the model text? -Visualise the structure of a diary entry… What would a graphic organiser look like? -How can we imitate the plot of the model text to innovate a new diary entry? -What details would we need to substitute? -How can we use…?	*Key Vocabulary:* *Past tense, diary entry, first person, perspective* *Key Questions:* *-How does the author convey emotion?* *-What literary techniques does the author use to engage with the reader?* *-How do authors 'show not tell'?* *-What examples of language help the reader identify how a character is feeling?* *-Which of the following are better to help the reader with visualisation?* 1. *abstract nouns e.g. anger* 2. *a description of physical manifestations of emotion e.g. balled fists*	*Key Vocabulary:* *Events, tense, verbs, suffix, past, recount, subject-verb-agreement.* *Key Questions:* *-What tense do we use when events have already happened?* *-What word class/es are affected by change of tense?* *-How do we change verbs into their past tense form?* *-Do all verbs follow the same rule?*	*Key Vocabulary:* cause, effect, consequence, result *Key Questions:* *-What are conjunctions?* *-What are adverbials?* *-How do authors demonstrate that an event doesn't happen in isolation, but rather, has been caused or pre-determined by another event?* *-What is a 'consequence'?*	*Key Vocabulary:* *Paragraph, chronology, cause and effect, fronted adverbials, structure, link, cohesion* *Key Questions:* *-What is chronological order* *-What are the rules for using paragraphs in a narrative?* *-How can language be used to demonstrate the passing of time or change of setting?* *-How can a writer use language to demonstrate cause and effect?*
Starter: Explain that today, we are going to use ideas from the model text to produce a shared plan for a new diary entry. **KQ: Which of the following graphic organisers would be best for a diary entry?** **Watch me:** Explain that the 'recount' skeleton is the best one to use as a diary entry is a recount of the events of one day. The arrows on the 'recount graphic organiser' will be helpful in organising the events in chronological order. Together, look at the graphic organiser next to the model text. **KQ: How could we adapt the 'recount graphic organiser, so that it includes sections for the organisational devices specific to a diary entry?** **Help me:** Today, we are going to make a shared plan for the exact same day as Ari experienced, in the model text, except, we will recount the experiences of 'The Boy'. Since we read 'Stone Age Boy', we are	**Starter:** Discuss the 2 sentences on the screen. They give the reader the same information but are written differently. How might they make the reader feel? **Watch me:** Explain that this week, we will be writing our own independent diary entry for the hot-write. The perspective of this diary entry will be that of 'the boy', and will need us to write in a way that manipulates the emotions of the reader e.g. feeling sorry for the character. Look back at the sentences explored in the starter and highlight all examples of emotive language/ language that makes the reader feel a certain way *(noun phrase, superlatives, repetition, abstract nouns and adverbs)* **KQ. Which of the following are better to help the reader with visualisation?** ● *abstract nouns e.g. anger* ● *a description of physical manifestations of emotion e.g. balled fists* **Help me:** Match the sentences to the emotion they would make the character feel	**Starter** Children look at the text and identify what tense it has been written in. Explain how they know. **Watch me:** Teacher to explain that because recounts are written in the past tense, our diary entry will need to be written in the past tense. Retrieval- What do we already know about writing verbs in the past tense? Using the example from the starter, the class will explore which words have been written in the past tense (verbs). **KQ: How have they been changed?** Using the links, the teacher will model the rules for writing verbs in the past tense. Ensure children know the difference between past perfect and present progressive. **Help me:** Match the verbs to their past tense form. **Show me:** Circle the past tense words **Mini task:** Rewrite the paragraph in the	**Starter:** What do you notice about the highlighted words? **Watch me:** explain that the highlighted words (in the starter) are all causal conjunctions, which are used to explain events, by linking the cause/ reason for an event with the effect/ result. Introduce the 3 types of causal conjunctions (subordinate, co-ordinating and adverbials). **Help me:** sort the causal conjunctions into the 3 categories. **Show me:** Insert the causal conjunction into the correct sentence.	**Starter:** Read the rules for paragraphs. Sort them into narrative and non-narrative on the Venn diagram. Which rules are to be used in both categories (the overlap)? **Watch me:** Explain that a diary entry is a type of narrative (recount) and so we will be following these rules, to ensure our shared text is organised correctly: ● Time shift ● Change of setting ● New event ● New character **Help me**: Together, look at the shared plan we produced last week, for a diary entry from the perspective of Ari's dad. Identify language we can use in our shared-write to signal the passing of time. **Add these to the working wall.* **Show me:** Sometimes events happen because something else has happened. Highlight examples of this in the shared plan. What language can we use to demonstrate

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already familiar with the boy's experiences. Work in pairs to sort the pictures from 'Stone Age Boy' into the correct order. **Show me:** Diaries include lots of feelings as it is a personal text. Help me annotate each picture with appropriate 'feelings' the boy might have been experiencing.	**Show me:** Convert the sentence so that it makes the reader feel a specified way about the character (worried)	past tense.		causality? (causal conjunctions) *Add these to the working wall.*
Main task: Using the sequenced pictures, the annotations and the modified graphic organiser, children and teacher will substitute the details from Ari's experience for that of 'The boy'.	**Main task:** Re-write the sentences to make the reader feel a certain way for the character (specified by the inPrint images) Then, reread the model text and highlight any examples of emotive language. We will add this to the working wall.	**Main Task:** Children complete the past tense worksheets for their group. **Extension:** Use the table to create their own bank of past tense words, linked to the story (Imelda and the Goblin King)	**Main task:** Complete the worksheets using the word bank provided. **Challenge:** Make your own cause and effect matching game and play with your family.	**Main task:** Teacher led shared write to compose a diary entry from the perspective of Ari's dad (as planned last week). Children use their whiteboards to contribute examples of chronological and causal language. *GDS group will work independently and can adopt and adapt ideas from the 'shared write' to have a more individual outcome.*

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

Monday To identify key words and phrases in a text	Tuesday To define vocabulary using context information	Wednesday To explore how the writer uses language as a cohesive device	Thursday To evaluate how vocabulary, contribute to meaning	Friday To select appropriate evidence from a text to answer questions
Children will recap their knowledge of reading strategy 4. They will practise identifying key ideas in a non-fiction text.	Children will identify key words and phrases in a text. They will then practice using the context of a word to identify its meaning.	Children will consider how words can convey ideas that link throughout a piece of writing. They will then practise identifying the vocabulary that conveys key ideas throughout a text.	Children will practise identifying key vocabulary in context	Children will use their skills to identify key knowledge in a variety of different text types.

Handwriting	Spelling and dictation	Word of the day
To form and join the letters: **od**	To modify words with the prefixes **'mis-' and 'dis-'.**	**Monday: physical** **Tuesday: human** **Wednesday: population** **Thursday: topography** **Friday: infrastructure**
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.	1. Children write this week's spelling words into their pupil planner 2. Find out what the words mean and use the knowledge to complete the activity. **disappoint, misbehave, disagree, mislead, disobey, misspell, dislike, misplace, disappear,**	Children explore the meaning of the words, use them in sentences and complete a 'word wizard' activity for their favourite one. *Across the half term, each child presents their favourite 'word of the day' to the class through

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odod 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:* od, oo, oa **Main task:** *Children practise this formation in the context of the following words:* log, lodge, food, wood, book, soon, odd, moon, foggy	misunderstand	games such as hangman.

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To multiply by 3	LI: To divide by 3	LI: To identify multiplication facts for 3.	LI: To count in multiples of 4.	LI: To divide by 4
Key vocabulary and key questions	**Key Vocabulary:** equal groups, amount, in each group, number of groups, times tables, multiples, repeated addition, product, factors **Key Questions:** What are the factors? What is the product? What does this look like in repeated addition and groups? How about in arrays? What factors could go here to create this product?	**Key Vocabulary:** equal groups, amount, in each group, number of groups, times tables, multiples, repeated addition, product, factors **Key Questions:** What are the factors? What is the product? What does this look like in repeated addition and groups? How about in arrays? What factors could go here to create this product?	**Key Vocabulary:** equal groups, amount, in each group, number of groups, times tables, multiples, repeated addition, product, factors **Key Questions:** What are the factors? What is the product? What does this look like in repeated addition and groups? How about in arrays? What factors could go here to create this product?	**Key Vocabulary:** sharing, grouping, repeated subtraction, equal groups, **Key Questions:** How can you share into equal groups? How can you put the number of into equal groups of ? What is the difference between sharing and grouping? Is the question asking you to share or group? How do you know?	**Key Vocabulary:** sharing, grouping, repeated subtraction, equal groups, problems **Key Questions:** What information do we have? What information do we need? How can we work out the missing information? How can we check?
Introduction and learning	Children will recap skip counting through the video: https://www.youtube.com/watch?v=I_cn87hOCDM&ab_channel=ScratchGarden Display a set of muffins on some plates and go through the stem sentences as a class. Get children to decipher the stem sentences and feedback to the class.	Show children a visual representation of dividing a number into groups. Use children to help explain the example. Children draw out the division on whiteboards. Repeat and address misconceptions. Show children how to use bar models to represent divisions by 3.	Children will recap skip counting through the video: https://www.bbc.co.uk/teach/supermovers/ks2-maths-the-3-times-table/z6sw382 Children can identify the multiplication using the visual provided. Children to complete the missing numbers independently.	Children will recap skip counting through the video: https://www.bbc.co.uk/teach/supermovers/ks1-maths-the-4-times-table-with-cyril-the-swan/zmsw382 Display a set of muffins on some plates and go through the stem sentences as a class. Get children to decipher the stem sentences and feedback to the class.	Show children a visual representation of dividing a number into groups. Use children to help explain the example. Children draw out the division on whiteboards. Repeat and address misconceptions. Show children how to use bar models to represent divisions by 4.
Activities and application of learning	**T1: Children complete the stem sentences using the visuals as support.** **T2: Children to complete the different representations for the multiplication.** **T3: Children solve reasoning problems.**	**T1: Children complete the stem sentences using the visuals as support.** **T2: Children draw out the division equations.** **T3: Children solve division word problems.**	**T1: Children use the visuals to solve the multiplication equations.** **T2: Children solve the equations.** **T3: Children solve reasoning problems.**	**T1: Children complete the stem sentences using the visuals as support.** **T2: Children to complete the different representations for the multiplication.** **T3: Children solve reasoning problems.**	**T1: Children complete the stem sentences using the visuals as support.** **T2: Children draw out the division equations.** **T3: Children solve division word problems.**

Please continue logging into Doodle Maths and Times-table Rockstars regularly.

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Spanish	Reading- 20 minutes daily	Topic- Geography	PE

LI: To identify the key colours in Spanish
 	
Students will recap their prior knowledge of Spanish numbers. They will then be introduced to the key colours in Spanish, and practise identifying them in a range of situations.
	Read every day for at least 20 minutes. Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.
	
	- Additional reading resources can be found in Reading Plus, Bug Club and Collins Big Cat books.
	
	-Remember to record what you have read in your diary, and get the adult you have read with to sign it.
		LI: To compare urban and rural locations
		LI: To explore land use in the UK
		Starter: To assess prior knowledge, Sort the pictures to show if they would be found in an urban or rural settlement.
		Watch me: Explain that a settlement is a location where people live. There are different types/ sizes of settlement and these meet the specific requirements of the settler e.g. industry, trade, agriculture. Explain how this impacts land use in each settlement. Using the settlement diagram, model how some settlements are classified as urban and some are rural (children complete urban and rural definition on their knowledge organiser.
		Mini task: *Look at the satellite image of the UK at night. Where are the urban areas? Where are the rural areas? How do you know?*
		Help me: Complete the t-chart showing things that a settler would need/ might like to have.
		KQ. How might that change depending on their reasons for settling e.g. refuge, economics, community, jobs and education?
		Show me: Match the examples of land use on the grid, to demonstrate if it is likely to be found in an urban or rural settlement.
		Main task 1: Complete the crossword to ensure understanding of Key vocabulary for this lesson.
		Main task 2: Use the table to write a comparison of urban and rural settlements. Children will need to explore:
		    ● Local economy/ job opportunities
		    ● Land use
		    ● Access to resources
		    ● Tertiary services e.g. schools, emergency services, health care
		Extension: Which of the named settlements would the following people be best suited to?
		Children read the settler profile, matching them to the settlement profile.
			Tag Rugby (Invasion games)
			L.I: To develop defending skills and use them in a game situation.
			Main Learning:
			1. Children play a mini-game of 1v1, one child starts at the cone, and their aim is to reach the second cone before their partner tags them.
			LI: To develop dribbling a ball with your hands.
			1. Exploring dribbling: Children have a ball each and find a space. They need to find a space and practise dribbling their ball with their hand. Dribbling with one hand, on the spot, with their eyes closed, whilst hopping, moving sideways.

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PSHE	Science	DT	R.E
L.I: To tell you about a time when my words affected someone's feelings and what the consequences were. Children will listen to Harlon's story, as they do they will be asked to complete different sections of the kite, Section 1 - the children will be asked to think about the possible conflict/negative consequences in the story, Section 2 – they will be asked to record how they think Harlon will be feeling after receiving the negative comments Sections 3 – the children will be asked to write/draw some ideas that Harlon could use to solve the problems he is experiencing. Section 4 – They will complete the kite but writing/drawing whether they think Sophia getting involved will help or not.	Children will be visited by the VR workshop to learn more about the human body. **VR Workshop**	**LI: To create and decorate a foam pouch for the Micro:bit, using a template** As a class we will recap on the key features our pouch needs and refer back to our plans from the previous lesson before using the template as a stencil to make a foam pouch that can hold a Mirco:bit. *How well does the pouch hold the Micro:bit?* *Can the Micro:bit be seen flashing in the pouch?* **(Fit for purpose)**	**LI: To reflect on our understanding of Christmas** Children will discuss their understanding of Christmas and what it means to them. They will then reflect on their own knowledge and understanding.

Weekly Overview   Year Group: 3   Week beginning: 27th November 2023.

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Homework	Computing	DT (CAD)
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: Rock Stars Battle of Year 3** Complete your Soundchecks and activities to earn points for your class. There is one battle a week. The battles start Tuesdays 4pm and finish the following Monday at 6pm.	LI: To identify the need to work consistently and carefully. Children will use the storyboard they created week to make their own stop motion animation.	**LI: To write a program to control (button press) and /or monitor (sense light) to initiate a flashing LED algorithm (code)** *What key features do Micro:bits have?* Children will recap what micro:bits are and look through their design criteria to discover what their codes must instruct the micro:bit do (flash on and off) Children will be using iPads and the Micro: bit App to create a new project. Children will need to find the correct coding block to set a visual effect on a button press. Once the code is complete they will have the chance to test and debug their program before saving it ready to download onto their micro:bits.