

## Weekly Overview Year Group: 3 Week beginning: 29<sup>th</sup> January 2024.

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English:	English - Historical stories (The Egyptian Cinderella- Shirley Climo)			
Monday	Tuesday	Wednesday	Thursday	Friday
<b>Ancient Egyptian Theatre Performance and Drama Workshop</b>	<b>LI: To identify the features of a text</b> <ul style="list-style-type: none"> <li><b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>structure, language, context clues, subject specific/ historical vocabulary</li> </ul> </li> <li><b>Key Questions:</b> <ul style="list-style-type: none"> <li>What makes a good story?</li> <li>How should a story be organised?</li> <li>What language helps the reader to sequence events?</li> <li>What context information does the author need to give the reader so they can visualise?</li> </ul> </li> </ul>	<b>LI: To identify the structure of a story</b> <ul style="list-style-type: none"> <li><b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>structure, introduction, build up, problem, resolution ending, link, pattern, boxing up.</li> </ul> </li> <li><b>Key Questions:</b> <ul style="list-style-type: none"> <li>What are the main parts of a story?</li> <li>What information do we expect to find in each section of a story?</li> <li>What is the story pattern for 'The Egyptian Cinderella'?</li> </ul> </li> </ul>	<b>LI: To evaluate and compare texts</b> <ul style="list-style-type: none"> <li><b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>effect, logic, purpose, audience, cohesion, similar, different</li> </ul> </li> <li><b>Key Questions:</b> <ul style="list-style-type: none"> <li>What does evaluate mean?</li> <li>How do we decide how purposeful a text is?</li> <li>What language can we use to compare and contrast?</li> </ul> </li> </ul>	<b>LI: To make appropriate vocabulary choices</b> <ul style="list-style-type: none"> <li><b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>vocabulary, definition, inference, clues, connections, existing knowledge, deduce</li> </ul> </li> <li><b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do we deduce the meaning of words from a text?</li> <li>How does our existing knowledge play a part in this activity?</li> <li>What different ways might a vocabulary question be asked?</li> </ul> </li> </ul>
	<b>Starter:</b> On screen, display features of narrative. Children to rank them in order of importance (as per their opinion) and then feed back to the class, justifying their ideas. <b>Watch me/ help me/ show me:</b> <b>KQ: What makes a good story?</b> How do structure and language impact on how good a story is? Teacher to model identifying the features of a story with a historical setting ('discovery story' story)	<b>Starter:</b> Using their story maps from last week's lesson, children face their partner and verbally retell 'The Egyptian Cinderella'. <b>Watch me:</b> Teacher shows the children how to identify the 'story pattern' to create a boxing up grid, for this text type. Explain that we will be able to use this story pattern to plan and compose our own writing, over the next few weeks. We will substitute details and content to innovate and invent new stories. <b>Help me:</b> Teacher and children, together plot the events of the introduction, on to the boxing up grid. <b>Show me:</b> Children have a go at independently doing this for the build-up.	<b>Starter: Recap prior lesson</b> Sort the features onto the grid to show which belong to this genre and which do not <b>Watch me:</b> Remind children that when we evaluate a text, we decide if it has met its purpose or not. The purpose of a narrative is to engage and entertain the reader. Historical fiction also needs to accurately depict the time in which the story is set so that the reader can visualise. Today, we will be looking at some examples of historical narratives and deciding how well they do this. We will need to apply our knowledge of the genre features. Model using the checklist to mark off the features text 1 has. <b>Help me:</b> Mark off the features that text 2 has. <b>Show me:</b> Which text has more of the features? Does this impact the degree to which it has met its purpose? <b>KQ: What comparative language could we use to help us express this point?</b>	<b>Starter:</b> Children view a picture on screen with a sentence where a homophone is used. They need to match the word to the correct definition, based on the clues from the sentence and the picture. They need to be able to justify their opinion and feed this back to the class. <b>Watch me/ help me/ show me:</b> The teacher will model different types of vocab questions and explore shades of meaning, using words and images from the class text. Children come up with synonyms for the words explored so far, using images from 'The Egyptian Cinderella'.

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	<p><b>Main task:</b> Children have a go at independently doing this for the build-up.</p> <p><b>Extension:</b> With a highlighter, identify and mark the details that would need to be substituted when planning a new story, where the text pattern is maintained.</p>	<p><b>Main Task:</b> Use the checklist to identify the features used in 2 texts, using 1 colour for one text and another colour for the second. Once this has been completed, write a statement, using the evidence just recorded, to explain which text is better and why</p> <p><b>Challenge:</b> What suggestions would you give the author to improve the 'weaker' text?</p>	<p><b>Main Task:</b> Children to complete the worksheets their group has been allocated, regarding the vocabulary from 'The Egyptian Cinderella</p> <p><b>Main task 2:</b> With the picture of a setting (Egypt), children and teacher use the vocabulary explored in the lesson to label the picture. We will use this tomorrow, when we write the setting for our new story (shared write)</p> <p><b>Focus group:</b> Children verbalise use of the words on the board, in a sentence with actions (photos to be taken to stick into books)</p> <p><b>Extension:</b> On cards, children write their own definitions of the vocabulary explored in today's lesson. These will be added to the working wall</p>	<p><b>Main task:</b> Together, using the vocabulary generated in yesterday's lesson, as well as the information on the working wall and skills developed today, children and the teacher will write the shared setting to their new story.</p> <p><b>Mini Plenary:</b> Throughout the lesson, teachers ask children to share their sentences and add them to the working wall</p>
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### This week's reading focus: Reading Strategy 3- Visualisation

Monday	Tuesday	Wednesday	Thursday	Friday
LI: To visualise a setting/character	LI: To apply prior concept knowledge to visualise	LI: To retell a story using images	LI: To discuss words and phrases that capture the imagination	LI: To explore figurative language and the effect it has on the reader
Children will recap what visualisation is, and practice using a description to create and image of a character or setting.	Children will link a description to their prior knowledge to add further detail to their images.	Children will read a short story together, and consider what they can visualise from the story. They will then use this to create a story map.	Children will discuss how some words and descriptions can create more detailed images than others	Children will consider why we visualise, and how it can help us better immerse ourselves in, and understand a story.

Handwriting	Spelling and dictation	Vocabulary	
To form and join the letters: R, F, U	To spell the plural form of a noun by modifying the singular form of the noun with a suffix	Word aware:	
<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>addresses, answers, appears, arrives, businesses, centuries, possesses, groups, babies, monkeys</p> <p>1. Write this week's spelling words into the diary</p> <p>2. Find out what the words mean and use the knowledge to complete the activity sheet:</p>	M	valley
		T	sphinx
		W	desert

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<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: <b>fu, wu, vu</b> <b>Main task:</b> Children practise this formation in the context of the following words: <b>fun, full, careful, carefully, helpful, wonderful, funny, sauna, vulture</b>	Th	pyramid
	F	hieroglyph

Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	<b>Ancient Egyptian Theatre Performance and Drama Workshop</b>	<u>To locate equivalent lengths (m and cm)</u>	<u>To locate equivalent lengths (cm and mm)</u>	<b><u>NUMBER DAY</u></b>  <b>Children will spend the morning solving a range of number related activities.</b>	<u>To compare lengths.</u>
Key vocabulary and key questions		<b>KV:</b> length, height, measure, metre, centimetre, equivalent <b>KQ:</b> How many mm make 1cm? How many cm make 1m? How many m makes 1km? What operation are we doing each time we convert? How can our multiples support us?	<b>KV:</b> length, height, measure, metre, centimetre, equivalent <b>KQ:</b> How many mm make 1cm? How many cm make 1m? How many m makes 1km? What operation are we doing each time we convert? How can our multiples support us?		<b>KV:</b> length, height, measure, metre, centimetre, equivalent <b>KQ:</b> How many mm make 1cm? How many cm make 1m? How many m makes 1km? What operation are we doing each time we convert? How can our multiples support us?
Introduction and learning		As a class, discuss how we can use our multiplying skills to convert centimetres into metres. If needed, the teacher can use a super movers song to recap counting in 10s. Ask children to use this knowledge to find the conversion of a metre measurement. Link in the use of a part whole model to help children find equivalents of mixed measurements.	As a class, discuss how we can use our multiplying skills to convert mm into cm. If needed, the teacher can use a super movers song to recap counting in 10s. Ask children to use this knowledge to find the conversion of a cm measurement. Link in the use of a part whole model to help children find equivalents of mixed measurements.		Show children a range of measurements, discuss which one is the longest pair of measurements and get children to explain how they know. Children use knowledge of converting measurements to order the heights of the children selected.
Activities and application of learning		<b>T1:</b> Children use the tables provided to support finding equivalents. <b>T2:</b> Children complete the conversion table. <b>T3:</b> Children use knowledge of converting measurements to solve reasoning problems.	<b>T1:</b> Children use the tables provided to support finding equivalents. <b>T2:</b> Children complete the conversion table. <b>T3:</b> Children use knowledge of converting measurements to solve reasoning problems.		<b>T1:</b> Children make comparisons between a selection of measurements. <b>T2:</b> children use conversion skills to compare and order measurements. <b>T3:</b> Children use knowledge of measurements to solve reasoning problems.

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Spanish	Computing	Topic- History	PE
<p>LI: To review that names of 10 animals in Spanish</p> <p>Children will recap the names of the 10 animals we have learnt so far. They will review and apply this knowledge in a game of bingo!</p>	<p>LI: To choose appropriate page settings</p> <p>Children will learn what a template is, and why it is useful. They will then look at several examples of magazine covers and templates, before creating their own template. Children will also practice key vocabulary such as 'landscape' and 'portrait' to describe their work.</p>	<p><b><u>LI: To select relevant information and material to present an aspect of historic life (Gods, Goddesses and the afterlife)</u></b></p> <p><b><u>Starter:</u></b> Display key vocabulary for the lesson on screen and have children match them to their definitions.</p> <p><b><u>Watch me:</u></b> Introduce children to the old religion of Ancient Egypt and what polytheism is. Together, explore the resources about the following three Gods:</p> <ul style="list-style-type: none"> <li>• <b>Ra</b> – Introduce Ra. Read through the slide explaining that Ra is the god of the Sun and the most important god.</li> <li>• <b>Bastet</b> – Introduce Bastet. Read through the slide explaining that she is the protector of lower Egypt and the protector of pregnant women.</li> <li>• <b>Sekhmet</b> – Introduce Sekhmet. Read through the slide explaining that she is the warrior goddess and the protector of warriors in battle. Explore the concept of a deity being assigned to all aspects of Ancient Egyptian life, including important physical aspects of the world e.g. the Sun and the Nile. Ancient Egyptians would have worshipped some gods more than others at different times, but all of the gods would have played an essential role in people's lives.</li> </ul> <p><b><u>Main task:</u></b></p> <ol style="list-style-type: none"> <li>1. Using the canopic jars, mummification instruction and props, children 'mummify' a willing participant (from their group) and take photographs of each step of the way.</li> <li>2. Discover what Egyptian Pyramids looked like inside, how they were built and answer the comprehension questions. Children then produce a labelled diagram for their books.</li> </ol> <p><b><u>Extension:</u></b> For homework, create a Top Trumps card set about an Egyptian God or Goddess to make a class set.</p>	<p><b>Invasion Games - Basketball</b></p> <p><b><u>LI: To develop the bounce and chest pass and begin to recognise when to use them.</u></b></p> <p><b>Main Learning: <u>Chest pass:</u></b> Tell the children the main type of pass in basketball is the 'chest pass'. Called the chest pass because the pass comes from the chest and is sent to the receiver's chest. Model how to pass and receive the ball.</p> <p><b><u>Bounce pass:</u></b> Teach the children a bounce pass and give them time to practise this skill. <i>When might they might use this type of pass?</i></p> <p><b>Dance – Egyptian Dance (Dance Energy)</b></p> <p><b><u>LI: To select and link appropriate actions and dynamics to show our dance idea.</u></b></p> <p><b>Main Learning: <u>8 counts of a calm river:</u></b> children work in groups of four and draw on ideas from the previous two lessons to create actions that represent a calm working river. Can they create 8 counts that represent a calm, busy and working river perform it four times through totalling 32 counts.</p>
	<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>Ukulele with Hounslow Music Service</b></p> <p><b><u>LI: To practise the songs I have learnt on the ukulele.</u></b></p> <p>Children will be giving the opportunity to practise playing a range of songs they have learnt so far this half term using the ukulele developing their fluency, control and accuracy.</p>		

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Art	Science	PSHCE	R.E
<p><b>LI: To create printing blocks using a relief or impressed method</b></p> <p><b>Input:</b> Drawing on information derived in the starter activity, remind children that when creating a printing block, we must remember that the image will be reversed and so, with the inclusion of any text (including hieroglyphics, we need to bear this in mind.</p> <p>Together, using our experiences in the previous lesson, model designing and creating a block print to meet our purpose (a cartouche depicting our name.</p> <p><b>Main task:</b></p> <ol style="list-style-type: none"> <li>Children first review and amend the design for their own cartouche with hieroglyphics. Children then create their prototype printing block with cardboard, testing it to ensure the orientation is correct.</li> <li>Then, using glue, foam and cork, children create their final printing block. Ensure that the edges of each shape is crisp to ensure a clear printed image.</li> </ol>	<p>To explore how magnetic forces act at a distance.</p> <p>The children will be recapping their knowledge of pushes and pulls and how they can use this to explain some forces.</p> <p>They will then learn about magnets and how magnetism works, including the magnetism of the planets.</p> <p>Children will then experiment with magnets and different objects to discover how magnetism will work at a distance.</p>	<p><b>L.I: To enjoy facing new learning challenges and working out best ways for me to achieve them</b></p> <p><b>Starter</b> – Children will be given a piece of a picture. <i>Can you find the other three people whose pieces make up the rest of their picture/puzzle?</i></p> <p><b>Input</b> - <i>How many garden decorations can you see?</i></p> <p>In your teams, the scribe writes down any items they see that are decorations for the garden, e.g. lanterns, decorated pots, gnomes, painted stones, 'bug sticks.' <i>Which team will spot the most?</i></p> <p><b>Main Task</b> – For the next three weeks, we are going to be designing a garden for people who face a particular challenge.</p> <p><i>Can the children think of some examples?</i></p> <p>The task involves:</p> <ul style="list-style-type: none"> <li>Working as a team</li> <li>Choosing who the garden is for</li> <li>Designing the garden and making a poster showing the design</li> <li>Plan an 'opening event' for the garden opening</li> </ul>	<p>LI: To be able to explain the meaning of a miracle.</p> <p>Children will explore the story of Jesus and the paralysed man. They will consider the similarities and differences between this story and the one discussed the previous lessons. Children will then discuss and share their ideas about what makes something a miracle or not.</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.

**History:** For homework, create a Top Trumps card set about an Egyptian God or Goddess to make a class set.

**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.