

Weekly Overview Year Group: 3 Week beginning: 29th April 2024



Alexandra
Primary School

Aspire, Perform, Succeed

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English:	English - Shape Poetry			
Monday	Tuesday	Wednesday	Thursday	Friday
<p>LI: To discuss and record ideas. LI: To identify key information from a text <i>(Shared write plan)</i></p>	<p>LI: To choose and combine words, images and other features for a particular effect <i>(shared write)</i></p>	<p>LI: To select information from different sources <i>(Hot Write plan)</i></p>	<p><i>Remote learning – See Google classroom. Children to complete the online learning lesson</i></p>	<p>LI: To make vocabulary choices for precision, clarity and impact <i>(Hot write)</i> LI: To evaluate the effectiveness of a text <i>(their own and that of others)</i></p>
<p>Key Vocabulary: <i>poem, calligram, poetry, describe, theme, compare, contrast, review, shape, illustrations, punctuation, sentences, phrases, purpose, audience, vocabulary, synonyms.</i></p> <p>Key Questions: <i>How is a shape poem organised? How are sentences and punctuation used in shape poetry? Can shape poems include figurative language? Do shape poems need to rhyme? How does this genre differ from others?</i></p>	<p>Key Vocabulary: <i>poem, calligram, poetry, describe, theme, compare, contrast, review, shape, illustrations, punctuation, sentences, phrases, purpose, audience, vocabulary, synonyms.</i></p> <p>Key Questions: <i>How is a shape poem organised? How are sentences and punctuation used in shape poetry? Can shape poems include figurative language? Do shape poems need to rhyme? How does this genre differ from others?</i></p>	<p>Key Vocabulary: <i>poem, calligram, poetry, describe, theme, compare, contrast, review, shape, illustrations, punctuation, sentences, phrases, purpose, audience, vocabulary, synonyms.</i></p> <p>Key Questions: <i>How is a shape poem organised? How are sentences and punctuation used in shape poetry? Can shape poems include figurative language? Do shape poems need to rhyme? How does this genre differ from others?</i></p>		<p>Key Vocabulary: <i>poem, calligram, poetry, describe, theme, compare, contrast, review, shape, illustrations, punctuation, sentences, phrases, purpose, audience, vocabulary, synonyms.</i></p> <p>Key Questions: <i>How is a shape poem organised? How are sentences and punctuation used in shape poetry? Can shape poems include figurative language? Do shape poems need to rhyme? How does this genre differ from others?</i></p>
<p>Starter: Which of the following statements is not true of 'shape poems'?</p> <ul style="list-style-type: none"> ● <i>It must rhyme</i> ● <i>It must include descriptive language</i> ● <i>It must be visually presented in the shape of the poem's subject</i> ● <i>It must have a title.</i> ● <i>It might make use of rhythm for specific effect.</i> <p>Watch me: Explain that this week we</p>	<p>Starter: Look at the following shape-poems about the same subject. <i>Which do you think is laid out best and why?</i></p> <p>Watch me: Building on the discussion from the starter, discuss the different ways that we could lay out our shape poem e.g. <i>Medusa's face with each snake being a line from the poem/ a poem divided into verses e.g. torso, snake tail and snake hair.</i></p> <p>Mini task: Vote for the design concept we will use for our shared writing.</p>	<p>Starter: On screen present images of different creatures from Greek mythology and their labels. Children use what they already know (from their reading lessons last week and their foundation lessons) to match the character to their label.</p> <p>Watch me: Explain that today and tomorrow, children will be independently planning, composing and evaluating their own independent shape-poem about a creature from</p>	<p>Starter: 2 Stars and a wish Children read and compare the shape poems on screen and for the one they like least; they give 2 stars and a wish.</p> <p>Watch me: Improve the poem on the screen by adding punctuation.</p> <p>Help me: improve the poem by turning the adjective into a simile.</p> <p>Show me: suggest an alternative layout for the poem, to ensure the meaning is not lost and that it is clear to the audience.</p>	

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<p>will be doing a shared write- a shape poem describing a mythological creature from Ancient Greece:</p> <p>Medusa. Then we will be doing an independent, shape-poem about a different Greek mythological creature of our own choice.</p> <p>Mini task: Activate prior knowledge from last week's reading lessons- <i>play '2 truths and a lie' about Medusa.</i></p> <p>Help me: The main purpose of a shape poem is to describe the subject of the poem. In our model text, 'The Pheasant' the poet used; adjectives, noun phrases, similes, metaphors, adverbial phrases, alliteration and onomatopoeia to achieve this.</p> <p>Together, let's create a graphic organiser to help us organise the ideas and language we want to use in our poem.</p> <p>Show me: Read the text and extract any description of the gorgon and record them in the appropriate place on the graphic organiser.</p>	<p>Help me: Write the first line of the poem, making appropriate choices for vocabulary and phrases.</p> <p>Show me: Select a title for the poem.</p>	<p>Greek mythology. Remind children about the template (graphic organiser) that we produced earlier in the week to plan our shared writing.</p> <p>Help me: Choose the character that you want to write your independent shape-poem about and from the image on screen, generate as many adjectives as you can to record on the graphic organiser.</p> <p>Show me: Generate noun phrases and similes from the image and record on the appropriate section of the graphic organiser.</p>		
<p>Main task: Children and teacher use the text extracts and images to gather and generate the descriptive language needed to write the shape poem tomorrow and record in the appropriate sections on the graphic organiser.</p> <p><i>*Class teacher to record the ideas from the lesson on the learning wall.</i></p>	<p>Main task: Children and teacher use the ideas and language recorded on their graphic organiser yesterday, to write their shared poem, using the chosen visual stylistic technique.</p> <p><i>*Class teacher to record the shared poem on the learning wall.</i></p>	<p>Main task: Children use the text extracts and images to gather and generate the descriptive language needed to write their independent shape poem and record in the appropriate sections on the graphic organiser.</p>		<p>Main task 1: Children use the descriptive language that they derived in yesterday's lesson to compose and present their shape-poem.</p> <p>Main task 2: Children read their poem to their partner and small group who will provide each other with 2 stars and a wish to improve the poem accordingly.</p>

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This week's reading focus: **Reading Strategy 5- Monitoring Comprehension (RC)**

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
To identify when a text doesn't make sense.	To recognise inconsistencies within a text	To explore how vocabulary impacts understanding		To explore how structure impacts understanding
Children read through a text and 'stand up' when they hear a phrase or word that they do not understand. They then choose the reason they do not understand: 1-unclear what is happening in the text, 2-unknown word 3-unknown phrase 4-not clear on which meaning 5-inconsistency within the text As a class, highlight questions about the above (when a text doesn't make sense) and add them around the exemplar text Shape Poem.	Children analyse a text and highlight the parts that don't make sense: Missing detail; Incorrect situation or location; Incorrect character detail; Contradiction etc.	Children investigate how words and phrases, when chosen, can impact on the understanding and sense of a text. e.g., ten foot trees or ten-foot trees		Looking at the layout of a text (shape poem) children analyse the impact on the reader it has. e.g. what would have made it clearer? Why was this written here and not here? etc.

Handwriting	Spelling and dictation	Vocabulary
LI: To form and join the letters: rr	LI: To spell common exception words	Word aware:
<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: cc, rr, m</p> <p>Main task: Children practise this formation in the context of the following words: Ball, bunny, cool, hurry, odd, carry, occur, humming, curry</p>	<p style="text-align: center;">material, minute, naughty, occasion, opposite, peculiar, possession, probably, quarter, question</p> <ol style="list-style-type: none"> 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>Laws</p> <p>Civilisation</p> <p>Society</p> <p>culture</p>

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>To identify Roman Numerals to 12</u>	<u>L.I: To tell the time to nearest 5 minutes.</u>	<u>L.I: To tell the time to the nearest minute.</u>	<u>Online learning</u> Children to complete the online learning lesson looking at recapping addition and subtraction skills.	<u>L.I: To read time on a digital clock</u>
Key vocabulary and key questions	<p>Key Vocab: roman numerals, represent,</p> <p>Key Questions: Where have you seen Roman Numerals before? What pattern can you spot in the writing of these Roman Numerals?</p>	<p>Key Vocab: time, o'clock, half past, past, to</p> <p>Key Questions: Which hand represents what on a clock face? How do we know it's _____? How many minutes in 1 hour?</p>	<p>Key Vocab: time, o'clock, half past, past, to</p> <p>Key Questions: Which hand represents what on a clock face? How do we know it's _____? How many minutes in 1 hour?</p>		<p>Key Vocab: time, o'clock, half past, past, to, analogue, digital</p> <p>Key Questions: Which hand represents what on a clock face? How do we know it's _____? How many minutes in 1 hour? What is a digital clock? How many hours in 1 day?</p>
Introduction and learning	<p>Introduce Roman Numerals to the children and ask them to discuss where they've seen them before. Talk them through how basic numbers are formed. Show children a clock face and ask to match the numbers with the numerals.</p> <p>Recap using plastic clocks how to tell basic times (o'clock and half past) and then get children to identify the times being shown using numerals.</p>	<p>Recap with the children the different points on the clock for o'clock and half past, also $\frac{1}{4}$ to and $\frac{1}{4}$ past.</p> <p>Teacher to provide lots of example questions for children to identify or show using physical clocks.</p>	<p>Recap with the children the different points on the clock for o'clock and half past, also $\frac{1}{4}$ to and $\frac{1}{4}$ past.</p> <p>Teacher to provide lots of example questions for children to identify or show using physical clocks.</p>		<p>Recap with the children the different points on the clock for o'clock and half past, also $\frac{1}{4}$ to and $\frac{1}{4}$ past.</p> <p>Teacher to provide lots of example questions for children to identify or show using physical clocks.</p> <p>Teacher to provide examples of converting times on a clock into digital format. Explain 24-hour clocks and how this works for digital.</p>
Activities and application of learning	<p>T1: Children match the numerals with numbers.</p> <p>T2: Children identify the times shown on a roman numeral clockface.</p> <p>T3: Children complete the clockface and then use this to answer reasoning problem.</p>	<p>T1: Children to complete the blank clock faces.</p> <p>T2: Children to draw on the hands-on clock face – ensure hands are different sizes.</p> <p>T3: Children solve reasoning problems.</p>	<p>T1: Children to complete the blank clock faces.</p> <p>T2: Children to draw on the hands-on clock face – ensure hands are different sizes.</p> <p>T3: Children solve reasoning problems.</p>		<p>T1: Children to complete the blank clock faces.</p> <p>T2: Children to draw on the hands-on clock face – ensure hands are different sizes.</p> <p>T3: Children solve reasoning problems.</p>

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Spanish	Music	Topic- History	PE	
Remote Learning – See Google Classroom	<p style="text-align: center;">Ukulele with Hounslow Music Service</p> <p style="text-align: center;"><u>LI: To practise the songs individually on the ukulele</u></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>	<p><u>LI: To find out about everyday life in the time studied</u></p> <p>Watch me: Children will explore various aspects of what life was like in Ancient Greece.</p> <ul style="list-style-type: none"> ● Toys ● Houses ● Food ● Language ● Inventions ● clothing <p><u>Help me:</u> Answer the question using evidence from the sources.</p> <p><u>Show me:</u> Compare the housing, toys and food of a modern Greek child with that of a child from ancient Greece.</p> <p><u>Main task:</u> Children use the topic books, iPads, artefacts and fact sheets to gather their ideas about what life was like in ancient Greece. Children record their information on the mind map template provided.</p>	<p><u>Football</u></p> <p><u>LI: To be able to control the ball with different parts of the body</u></p> <p>Main Learning: Exploring first touch control: children have one ball each and explore throwing the ball up to themselves and controlling it with different parts of their body on their first touch, then allowing it to drop to the floor. Ask the children to explore controlling the ball with their chest, then their thigh, and finally their foot.</p> <p>Athletics</p> <p><u>LI: To develop jumping technique in a range of approaches and take off positions</u></p> <p>Main Learning: Jump the stream: In pairs. Children begin one behind the other behind a start line. Children take it in turns to hop to the other side of the teaching area. Their partner helps to count how many hops it takes them to get to the other side.</p>	
	Computing			<p><u>LI: To identify that commands have an outcome</u></p> <p>Children will continue to learn how to program sprites in scratch. They will practise ensuring that they can program sprites to move in specific ways. Children will also begin to use more programming pieces, such as glide.</p>
Art	Science	PSHCE	R.E	
<p><u>LI: To use a sketchbook to collect and develop ideas.</u></p> <p><u>LI: To explore the works of artists from the past.</u></p> <p><u>Help me/ show me:</u> Look at the example of the Greek pot from the British Museum and label the following:</p> <ul style="list-style-type: none"> ● Function, Design, Mediums, Technique, Colours, Aesthetic <p><u>Main task:</u> Children complete the template, doing a close study of Greek vases (as we did in the 'help me/ show me' section), including replicating some of the repeated patterns e.g. Greek key.</p>	<p><u>LI: To explore the concept of pollination.</u></p> <p>Children will be learning about the different parts of a flower and the jobs that they have in the process of pollination. Children will then be assigned roles of the flower and will act out the process of pollination. The main task is the children labelling and describing the roles of the parts of a plant.</p>	<p><u>LI: I know and can use some strategies for keeping myself safe online.</u></p> <p><u>Main Task –</u> Children will be shown 'Fantasy Builder' App.</p> <p>Children will be given a set of cards related to the internet and how to keep safe when using it. They will be asked to rank the cards in order of most important to least important. Discuss the differences between the groups. Remember the importance of trust and common sense when online.</p>	<p><u>LI: To understand the concept of purity in water.</u></p> <p>Children will be discussing the purity of water and the different religions they've learnt about so far and how they use water.</p> <p>Children will learn about the Shinto religion and what water represents for followers of this religion whilst also linking it to other religions.</p> <p>Children will then explain the concept of purity and link this to the Shinto religion before producing their own image of what purity means to them.</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: Design your own version of a Greek God. Describe what powers they might have and how their worshippers can pray to them.