

## Weekly Overview Year Group: 3 Week beginning: 20th November 2023



**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.

Diary Entries			
Monday	Tuesday	Wednesday	Thursday
To select information from a text to answer a question	To compose a diary entry (cold write)	To infer how characters feel	To identify the features of a text
<p><b>Key Vocabulary:</b> <i>Vocabulary, comprehension, retrieval, inference</i></p> <p><b>Key Questions:</b> -What kind of text are we looking at? -What connections do we make? -What vocabulary does the author use to help sequence the events? -How have the verbs been written to signal that they are written in the past tense?</p>	<p><b>Key Vocabulary:</b> <i>Past tense, diary entry, first person, perspective</i></p> <p><b>Key Questions:</b> -What do you already know about diary entries? -What language might we use in a diary entry? -Who can write a diary entry? -What should a diary entry be about?</p>	<p><b>Key Vocabulary:</b> <i>inference, prior knowledge, actions, voice, verbs, adverbs, abstract nouns</i></p> <p><b>Key Questions:</b> -In real life, how do we identify the way a person is feeling? -How do authors 'show not tell'? -What examples of language help the reader identify how a character is feeling?</p>	<p><b>Key Vocabulary:</b> <i>Past tense, first person perspective, inverted commas, time conjunctions</i></p> <p><b>Key Questions</b> -What person is the text written in? -How is the text organised? -What organisational devices are used? -What tense is the text written in? -How does the author convey emotion? -What literary techniques does the author use to engage with the reader?</p>
<p><b>Starter:</b> On screen, show children a diary entry. <b>KQ.</b> <b>What text type is this?</b> Use reading strategy 1 to make connections and feedback to the class. <b>Watch me;</b> Explain that our new English unit focuses on diary entries, which are a type of recount. Today we will be reading a diary entry, exploring the theme and the language used. We will be making connections too. <b>Help me;</b> identify all the language in the text that tells us that the events have already happened. <b>Show me:</b> use the sequencing language in the text to put the events in order, by numbering them.</p>	<p><b>Starter:</b> On screen, show children a selection of pictures from a person's day. <b>KQ. Whose day might these pictures represent?</b> Children discuss with their partner and then feedback to the class, justifying their opinion. <b>Watch me:</b> Explain that today, we are going to pretend to be the person whose day the pictures depict. Together annotate each of the pictures with the necessary vocabulary. <b>Help me:</b> With their partner, children put the pictures into the correct order (each picture has a digital clock next to it to help with sequencing). <b>Show me:</b> Look at the words shown on screen. <b>KQ: Which would a writer use if they were writing in the first person?</b></p>	<p><b>Starter:</b> Children match the feelings words of the board to the pictures. <b>Watch me/ help me/ show me:</b> <b>KQ. In real life, how do we identify the way a person is feeling? How is this different to recognising how a character in a text is feeling?</b> Teacher to model how we use evidence from the text to infer how characters feel. Together, the teacher and children do this for the extract of text on the board. Children write down questions that they would like to ask Ari and the 'boy' <b>Hot Seating:</b> Two children take on the role of the characters and the class asks them the questions. Rest of the class take notes on their whiteboards, to use for the main task.</p>	<p><b>Starter: True or false:</b> The only difference between a diary entry and a story is that a diary entry is based on the events of one day and a story might have a longer timeframe. Children discuss this statement with their partner and then feedback to the class, justifying their answer. <b>Watch me:</b> Today we will be exploring the language and organisational features of a diary entry. The two most important features of a diary entry is that it is written in the 1st person and is a recount so most verbs will be in the past tense. Use the model text to highlight this and start to create a key for use in the main task. <b>Help me:</b> Use the model text to identify the structure and organisational features of a diary entry. Add these to the key we are composing together, to be used in today's main task. <b>Show me:</b> Children will look at the list of language features on screen, and use the model text to help them identify which would be found in a diary entry. Children write these on their whiteboard and show, when prompted. The class teacher will then add these to the key we are composing together.</p>
<p><b>Main task:</b> Children re-read the text and answer the questions. <b>Extension:</b> Children annotate the text with the connections they were able to make and the prior knowledge the text activated.</p>	<p><b>Main task:</b> Children use the images that we sequenced and annotated earlier in the session to write a diary entry from the perspective of the person whose day they depict.</p>	<p><b>Main task:</b> Using the evidence from the text, and the hot-seating activity, children write a thought bubble for Ari, his dad and the 'boy', describing their feelings, at each stage of the recount (diary entry).</p>	<p><b>Main task:</b> Using the key we composed together, children will re-read the model text and identify the key features through text marking. <i>*The class teacher will also do this on an enlarged version of the model text for display on the working wall.</i></p>

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This week's reading focus: <b>Reading Strategy 3- visualisation</b>			
<u>Monday</u> To apply prior/ concept knowledge to visualise	<u>Tuesday</u> To retell a story using images	<u>Wednesday</u> To discuss words and phrases that capture the imagination	<u>Thursday</u> To identify text evidence to form character profile
<p><b>Starter:</b> Using the Anchor chart, recap the techniques that readers use to visualise.</p> <p><b>Watch me:</b> Show words on the screen (verbs, prepositions, adverbs). Explain that in certain texts these words are helpful when visualising.</p> <p>Link to recent learning (instructions in our writing lessons and Geography where we have been developing locational knowledge).</p> <p><b>Help me:</b> Play 'Simon says' to develop the language of direction.</p> <p><b>Show me:</b> Skim and scan the map to find certain locations.</p> <p><b>Main task:</b> Children work in pairs to give instructions to get from one specified point on the map to another.</p>	<p><b>Starter:</b> show images of a child getting ready for school in the morning. Children work with their partner to put the images in order, justifying their choice.</p> <p><b>Watch me:</b> link to the new T4W unit on diary entries. Explain that diary entries are personal recounts and that the writer focuses on only the main events of the day. Things that are mundane or inconsequential don't usually be included.</p> <p><b>Help me:</b> Together read the diary entry and identify the main events.</p> <p><b>Show me:</b> As this text type is personal, the author often includes emotions, feelings and thoughts. How could we include this information, when retelling the text through images? Match the facial expressions to the feelings.</p> <p><b>Main task:</b> Children read the diary entry and create a text map, using images to retell the events.</p>	<p><b>Starter:</b> Children look at the images on screen and match each to the correct sentence to caption them.</p> <p><b>Watch me:</b> 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"> <li>● nouns</li> <li>● adjectives</li> <li>● prepositions</li> <li>● verbs</li> <li>● adverbs.</li> </ul> <p><b>Help me:</b> Together, read the text and identify the nouns, adjectives and prepositions, using the key to text-mark.</p> <p><b>Show me:</b> Together, read the text and identify the verbs and adverbs, using the key to text-mark.</p> <p><b>Main task:</b> Children produce an image depicting what they visualised, from the language we identified together.</p>	<p><b>Starter:</b> children work in pairs to match the synonyms of emotions to each picture of facial expressions.</p> <p><b>Watch me:</b> 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"> <li>● Actions</li> <li>● words spoken</li> <li>● body language</li> <li>● tone of voice</li> <li>● Interactions/ reactions to/ with other characters.</li> </ul> <p><b>Help me/ show me:</b> Find the evidence in the text that describes how the character is feeling.</p> <p><b>Main task:</b> 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>

Handwriting	Spelling and dictation	Word of the day
<p><b>To form and join the letters: ha</b></p> <p><b>Introduction:</b> Children will do the 'ready to write' exercises to warm-up and stretch the muscles they will use for writing.</p> <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>ha, ta, fa</i></p> <p><b>Main task:</b> Children practise this formation in the context of the following words: <i>hair, have, hay, stare, thank, stand, hare, fair, fare</i></p>	<p><b>To modify words with the suffix '-ous'.</b></p> <ol style="list-style-type: none"> <li>Children write this week's spelling words into their pupil planner</li> <li>Find out what the words mean and use the knowledge to complete the activity.</li> </ol> <p style="text-align: center;"><b>poisonous, tremendous, dangerous, jealous, outrageous, adventurous, enormous, famous, generous, nervous</b></p>	<p><b>Monday: continent</b> <b>Tuesday: compass</b> <b>Wednesday: mountain</b> <b>Thursday: landmark</b> <b>Friday: peak</b></p> <p>Children explore the meaning of the words, use them in sentences and complete a 'word wizard' activity for their favourite one.</p> <p><i>*Across the half term, each child presents their favourite 'word of the day' to the class through games such as hangman.</i></p>

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Maths	Monday	Tuesday	Wednesday	Thursday
	To construct arrays.	To solve multiples of 2.	To solve multiples of 5 and 10.	To create equal groups.
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> equal groups, amount, in each group, number of groups, times tables, count in groups of</p> <p><b>Key Questions:</b> Are the groups equal? How do you know? There are ? equal groups with ? In each group. In total there are?</p>	<p><b>Key Vocabulary:</b> equal groups, amount, in each group, number of groups, times tables, count in groups of, multiplication, repeated addition, times, product of, factors</p> <p><b>Key Questions:</b> How many groups are there? How many in each group? How can I write that/ Is there a quicker way?</p>	<p><b>Key Vocabulary:</b> equal groups, amount, in each group, number of groups, times tables, count in groups of, multiples, repeated addition, rows, columns</p> <p><b>Key Questions:</b> How many are in each row? How many are in each column? How can I write these in number sentences?</p>	<p><b>Key Vocabulary:</b> equal groups, amount, in each group, number of groups, times tables, multiples, repeated addition, product, factors</p> <p><b>Key Questions:</b> What information do we have? What information do we need? How will we calculate the missing information? How can we check our solutions? Where is this useful in 'real-life'?</p>
<b>Introduction and learning</b>	<p>Children will watch a video explaining arrays <a href="https://www.youtube.com/watch?v=z8lcZUWbqT0&amp;ab_channel=MightyOwl">https://www.youtube.com/watch?v=z8lcZUWbqT0&amp;ab_channel=MightyOwl</a> Teacher will stop the video several times and discuss the main points of creating arrays. As a class, roll a dice twice to create a multiplication equation and demonstrate using this to create an array and draw it out.</p>	<p>Children will recap the 2 times tables using scratch garden: <a href="https://www.youtube.com/watch?v=GvTcpfSnOMQ&amp;list=RDJyCr0lgbYcl&amp;index=13&amp;ab_channel=ScratchGarden">https://www.youtube.com/watch?v=GvTcpfSnOMQ&amp;list=RDJyCr0lgbYcl&amp;index=13&amp;ab_channel=ScratchGarden</a> Display a number line with missing numbers, children use knowledge of counting in 2's to find the missing numbers. Repeat the process and discuss the increase/decrease.</p>	<p>Children will recap the 5 and 10 times tables using scratch garden: <a href="https://www.youtube.com/watch?v=EemjeA2Djw&amp;ab_channel=ScratchGarden">https://www.youtube.com/watch?v=EemjeA2Djw&amp;ab_channel=ScratchGarden</a> <a href="https://www.youtube.com/watch?v=Ftati8iGQcs&amp;ab_channel=ScratchGarden">https://www.youtube.com/watch?v=Ftati8iGQcs&amp;ab_channel=ScratchGarden</a> Display a number line with missing numbers, children use knowledge of counting in 5's and 10's to find the missing numbers. Discuss as a class what they notice between the 5 and 10 multiplication facts. Children to sort the given numbers into the correct multiple grouping.</p>	<p>Children use the counters on a board and to organise them into equal groups. Repeat the process but children sort into groups of 2. Discuss as a class about the similarities and differences between the equal groups that were created - discuss how they are commutative. Display a word problem and solve it together as a class.</p>
<b>Activities and application of learning</b>	<p><b>Practical task:</b> Children will roll and dice to create a multiplication equation and then draw these out.</p>	<p><b>T1:</b> Children to find the missing numbers from the number lines. <b>T2:</b> Children use given multiplication facts to explain the other facts provided. <b>T3:</b> Children read and explain the statements given by the characters.</p>	<p><b>T1:</b> Children to identify the multiples of 5 and 10 using a 100 grid. <b>T2:</b> Children will be creating arrays for the multiplication equations given. <b>T3:</b> Children use the grids to sort and organise the numbers into different groups.</p>	<p><b>T1:</b> Children use the visuals displayed to complete the stem sentences. <b>T2:</b> Children use arrays to solve the word problems. <b>T3:</b> Children complete the bar models.</p>

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

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Spanish	Reading- 20 minutes daily	Topic- Geography	PE
<p><b>LI: To be able to ask 'What is your name?' in Spanish</b></p> <p>Children will consolidate their prior learning of Spanish greetings and develop their Spanish conversational skills further by learning how to ask someone for their name.</p> <p><b><u>Vocabulario Importante:</u></b></p> <ul style="list-style-type: none"> <li>- <b>Hola</b></li> <li>- <b>Buenos Dias</b></li> <li>- <b>Buenas Tardes</b></li> <li>- <b>Buenas Noches</b></li> <li>- <b>Como estas?</b></li> <li>- <b>Estoy bien, muy bien, no tan bien.</b></li> <li>- <b>Como se llamas?</b></li> </ul>	<p>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.</p> <p>- Additional reading resources can be found in Reading Plus, Bug Club and Collins Big Cat books.</p> <p>-Remember to record what you have read in your diary, and get the adult you have read with to sign it.</p>	<p><b>LI: To compare urban and rural locations</b></p> <p><b>LI: To explore land use in the UK</b></p> <p><b>Watch me:</b> 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.</p> <p><b>KQ. How might that change depending on their reasons for settling e.g. refuge, economics, community, jobs and education?</b></p> <p><b>Main task 1:</b> Complete the crossword to ensure understanding of Key vocabulary for this lesson.</p> <p><b>Main task 2:</b> . Children will need to explore:</p> <ul style="list-style-type: none"> <li>● Local economy/ job opportunities</li> <li>● Land use</li> <li>● Access to resources</li> <li>● Tertiary services e.g. schools, emergency services, health care</li> </ul>	<p>Tag Rugby (Invasion games)</p> <p><b>LI: To dodge a defender and move into space when running towards the goal.</b></p> <p><b>Main Learning:</b></p> <p>1. Dishes and domes: class is split into 2 teams. One team are dishes (facing up), one team are domes (facing down). One the teacher's command the pupils play against each other to turn the cones their way.</p> <p><b>LI: To develop catching skills using one and two hands.</b></p> <p>Main Learning:</p> <p>1. Try it out: Children will have a variety of throwing items. They will explore throwing and catching in different ways. Challenge, can they clap between, catch with alternate hands.</p>
PSHE	Science	DT	R.E
<p><b>LI: To recognise that some words can be used in hurtful ways.</b></p> <p>Children will be shown a selection of positive and negative words. They will be asked to answer the following questions:</p> <p><b>How do you feel about these words?</b></p> <p><b>Are the good/bad words - neutral - can they be good/bad?</b></p> <p><b>Can girls use any of these words?</b></p> <p><b>Main Task:</b></p> <p>Children will write these words onto your post-it notes. As a class we will stick the good/positive behaviour words into the goal and take bad/negative ones out.</p>	<p><b>LI: To identify that humans and other animals have skeletons.</b></p> <p>Children will be learning about the different groups of animals, like vertebrates and invertebrates. Children will be learning about the skeletons of animals and how some animals have exoskeletons. Children will be sorting and describing the different animals using their knowledge of vertebrates and invertebrates.</p>	<p><b>LI: To create and decorate a foam pouch for the Micro:bit, using a template</b></p> <p>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 Micro:bit.</p> <p><b>How well does the pouch hold the Micro:bit?</b></p> <p><b>Can the Micro:bit be seen flashing in the pouch? (Fit for purpose)</b></p>	<p><b>LI: to understand the meaning of Christmas for Christians</b></p> <p>Children will consider the deeper meaning of Christmas for Christians, and consider how it differs from a non-Christian perspective.</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: 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.

### Computing

LI: To plan an animation.

Children will learn about stop-frame animations and how it can be created.

They will then plan their own stop-frame animation.