

Year 3 Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To use correctly punctuated fronted adverbials	LI: To develop ideas for my own story	LI: To plan an alternative version of a story	LI: To establish cohesion within paragraphs	LI: To edit and evaluate my writing
Key vocabulary and key questions	<p>Key Vocabulary: verb, adverb, adverbial, fronted adverbial</p> <p>Key Questions: -What is an adverb? -What is an adverbial? -What is a fronted adverbial? -Why do we use fronted adverbials in our writing? -What punctuation do we always use with fronted adverbials?</p>	<p>Key vocabulary: historical, features, characters, setting, problem</p> <p>Key Questions: -How do we know <i>The Egyptian Cinderella</i> is set in the past? -How do we know it is set in ancient Egypt? -How could we use some of these features in our own version of the story?</p>	<p>Key Vocabulary: opening, build up, conflict, problem, resolution</p> <p>Key Questions: -What are the main parts of a story? -What are the main parts of <i>this</i> story?</p>	<p>Key Vocabulary: resolution, paragraph, adverbial phrase, verbs, adjectives, appropriate, fronted adverbials, prepositions, conjunctions inverted commas, direct speech</p> <p>Key Questions: -Why do we use paragraphs? -When should I begin a new paragraph? -How can we use adverbials of time to put events in order?</p>	<p>Key Vocabulary: Edit, evaluate, success criteria</p> <p>Key Questions: -What are you pleased with about your writing? -How would you like to improve it?</p>
Introduction	Go through the Google Slides for this lesson. Today, you will review your knowledge of what verbs and adverbs are. You will then create your own sentences which use adverbs and adverbials . You will learn about comma use after fronted adverbials. You will then generate ideas for fronted adverbials which could be used in the sentences on the slides.	Go through the Google Slides for this lesson. Today, you will explore how we know that this story is set in ancient Egypt. You will think about the animals, places, jobs, clothes and royalty featured in the story that give us clues about the setting.	Go through Google Slides for this lesson. Today, you will think about the important parts of a story and how to break a story down into 'Beginning, Build up, Problem, Resolution and Ending.' After a demonstration of 'boxing up' a text, you will consider some fronted adverbials that would work well in your story set in ancient Egypt.	Go through the Google Slides for this lesson. Today, you will be writing your story based on your plan from yesterday and the success criteria given (including grammar points from the past two weeks – paragraphs, inverted commas for speech, fronted adverbials etc).	Go through Google Slides for this lesson. Today, you will edit and improve your stories, responding to any feedback from your teacher.
Activities	First, you will choose an appropriate fronted adverbial to add to sentences. Then, you will create some sentences including a selection of fronted adverbials. Finally, you will write a sentence including a fronted adverbial to go with a selection of pictures from <i>The Egyptian Cinderella</i> .	If you could change some parts of <i>The Egyptian Cinderella</i> to make it your own, which parts might you change? You will change at least three details of the story. You can change more, but three is a manageable number! Remember, the setting must still be ancient Egypt so you will need to think carefully. Challenge: <i>Can you use interesting adjectives and similes to describe some of your new ideas?</i>	You will use boxing up to help you plan your story. Boxing up helps us plan, as we can just change the details from a story we have already read (in this case <i>The Egyptian Cinderella</i>). Once you've done your boxing up, consider how you will vary your sentence openers as well as the fronted adverbials you might use in your story to help move the action along.	You will write your alternative version of 'The Egyptian Cinderella' based on your plan from yesterday – and your work over the past two weeks!	You will identify what features you have used from the success criteria and make sure that you have used all the necessary punctuation, structural features and language features that make your story flow and entertain the reader. *You MAY want to create a cover/picture to go with your story.

Y3 Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	LI: To practise mental addition strategies.	LI: To add and subtract amounts of money to give change.	L.I. To solve addition and subtraction problems involving money.	LI: To practise our reasoning and problem-solving skills in relation to money.	L.I. To develop understanding of money by exploring and solving a variety of problems.
Key vocabulary and key questions	<p>Key Vocabulary: money, total, add, represent</p> <p>Key Questions: What is the value of the coin/note?</p> <p>What does p mean?</p> <p>How many pennies are there in £1? How can this fact help us to convert between pounds and pence?</p> <p>Can you use estimation to support your calculation?</p>	<p>Key Vocabulary: money, total, add, subtract, change, represent</p> <p>Key Questions: What is the value of the coin/note?</p> <p>What does p mean?</p> <p>How many pennies are there in £1? How can this fact help us to convert between pounds and pence?</p> <p>Can you use estimation to support your calculation?</p>	<p>Key Vocabulary: money, total, add, subtract, change, represent</p> <p>Key Questions: What is the value of the coin/note?</p> <p>What does p mean?</p> <p>How many pennies are there in £1? How can this fact help us to convert between pounds and pence?</p> <p>Can you use estimation to support your calculation?</p>	<p>Key Vocabulary: money, total, add, subtract, change, represent</p> <p>Key Questions: What is the value of the coin/note?</p> <p>What does p mean?</p> <p>How many pennies are there in £1? How can this fact help us to convert between pounds and pence?</p> <p>Can you use estimation to support your calculation?</p>	<p>Key Vocabulary: money, total, add, subtract, change, represent</p> <p>Key Questions: What is the value of the coin/note?</p> <p>What does p mean?</p> <p>How many pennies are there in £1? How can this fact help us to convert between pounds and pence?</p> <p>Can you use estimation to support your calculation?</p>
Introduction	Follow the link on Google Classroom and go through PPT. This week, you will be exploring pounds and pence further and practising more addition and subtraction in a real-life context. In this lesson, you will be calculating the totals of one or more items (up to £1) in the context of a sweet shop.	Follow the link on Google Classroom and go through PPT. This lesson teaches you to give change in the context of a healthy tuck shop. You will be calculating change by counting forward, using a number line and bar model. You will calculate the change required when buying single items and groups of items with 50p and £1.	Follow the link on Google Classroom and go through PPT. In this lesson, you will be solving addition and subtraction problems involving money, finding totals and calculating missing items from totals where the cost of one item is given. The lesson is set in the practical context of a Snack Bar.	Follow the link on Google Classroom and go through PPT. Today, you will be going through questions about pounds and pence, converting pounds and pence, adding money, subtracting money and giving change. The questions will challenge you to use your reasoning and problem-solving skills as well as your number knowledge of money.	Follow the link on Google Classroom and go through PPT. You will need to apply what you have learnt about adding and subtracting money to find a range of possible answers. You will need to decide which operation to use as well as how many steps are involved in working out the answer. Some questions will only need one step, but others will have two or more steps!
Activities	Your task is to calculate the total cost of up to three items where the total equals up to £1 and 50p. You will work out if you would have enough money to buy several items if you had £1 to spend. Finally, fill in the gaps to make statements about combined values.	You will be calculating the change required when paying for one or more items with 50p, £1 and £2.	You will add together up to three items and work out the missing item, when given one item and the coins that were used to pay. You will find groups of items that add up to a given value. Totals up to £1 and 50p.	Complete the questions on Google Slides.	Complete the questions on Google Slides.

Don't forget to continue logging into Doodle Maths, Times Tables Rock Stars and Mathletics!

Reading	Science	Topic	Art/DT
<p><u>You should be reading daily for at least 20 minutes.</u></p> <p>Remember to record any reading that you do in your pupil planner to keep a record of all your hard work.</p> <p>Complete the tasks set for you on Bug Club and Doodle English.</p> <p><u>Read different text genres:</u> biographies, classic novels, adventure stories, poetry, newspaper articles, cultural stories etc!</p> <p><u>Vocabulary:</u> When you are reading, keep an eye out for words or phrases that you could use in your own fiction and non-fiction writing.</p>	<p>Uploaded on Monday</p> <p><u>L1: To review my knowledge of forces and magnets</u></p> <p>Key vocabulary: attract, repel, poles, magnetic forces,</p> <p>Input: Go through the slides on Google Classroom. Start out by recapping some of the learning from the past 5 weeks.</p> <p>Task: End of Unit Quiz: children go through the Google slides and answer questions based on their learning so far about forces and magnets.</p>	<p>Uploaded on Tuesday</p> <p><u>L1: To compare and contrast the Egyptian writing with my own.</u></p> <p>Input - Read through the information together. Complete the decoding task and read the information on the next slides about hieroglyphs, cartouches and the Rosetta Stone. Give the children chance to discuss and raise questions about the information they have read.</p> <p>Task - The children complete the differentiated sheets. Can the children turn an English word into a hieroglyphic one?</p>	<p>Uploaded on Friday</p> <p><u>L1. To design and make an Egyptian artefact</u></p> <p>Input - Children to follow slides showing the different kinds of artefacts that were discovered by Howard Carter. Children will choose one of the artefacts to recreate, and fill out design planning doc</p> <p>Task - Children are to use junk modelling and materials around the home to design and make an Egyptian artefact.</p>
RE	Spanish/Music	PE	Wellbeing Wednesday
<p>RE – uploaded on Thursday</p> <p><u>L1. What did Jesus do?</u></p> <p>In today's session, the children will learn about stories of the life of the key religious person in Christianity - Jesus</p> <p>Input: Children will go through the Google Slides and explore the things that Jesus did. Focusing on the story of Zaccheus the tax collector and why Zaccheus didn't have friends at the start of the story.</p> <p>Mini task – Why did Jesus choose Zaccheus to be his friend? Children are to make a list of ways Zaccheus changed by listening to Jesus, (before and after). How does this story help us to understand why Jesus is important to Christians?</p> <p>Main task: Children will write a report from the viewpoint of one of Jesus' friends.</p>	<p>Spanish – uploaded on Friday</p> <p><u>L1. To consolidate our knowledge of the verb 'poder'</u></p> <p>Lesson 5. This unit introduced you to the Spanish verb 'poder' (can/to be able to) in the form of 'puedo' (I can) and taught you how to use it with ten everyday activities. In this lesson we will revise everything we have learnt in this unit and will focus on fun writing activities using some worksheets.</p> <p>Go through the Interactive lesson on languageangels.com to embed the verbs and their meaning. Task: Complete a reading exercise and a word translation exercise. You can choose the level you feel confident with.</p> <p>Music – uploaded on Wednesday</p> <p><u>L1. improvise and compose music for a range of purposes</u></p> <p>Today, children will compose and change the tune of the short music piece to describe King Kastchei's frozen garden.</p> <p>Mini task - Children will listen to each section of the Orchestral performance of the Firebird and use their homemade instrument to compose background music to represent the frozen garden.</p> <p>Main task - Children will compose and practise a tune of the firebird, using their homemade instruments and body percussion. To reflect a scene or different scenes in the story.</p>	<p>Mr Coleman and Alice have organised some lessons for you. Look out for these on Google Classroom. You can also continue to have your daily PE sessions with Joe Wicks.</p> <p>He has started new live PE sessions on his YouTube channel every Monday, Wednesday and Friday at 9:00 am. https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIrfn6rYQ</p> <p>He has also recorded some new videos which you can watch anytime. Here's the link to the first of a new set of videos. https://www.youtube.com/watch?v=I9sciRMnE1c&list=PLyCLOPd4VxBuPuwfVuS-OBtK_kZqJcX-b&index=12</p>	<p>As you know, every Wednesday, we will be dedicating the afternoon to Wellbeing activities that are to be completed off screen (once you have read the instructions!) Complete the second activity on the Wellbeing Wednesday sheet. This is in both your wellbeing folder and your Wednesday lessons folder on Google Classroom.</p> <p>Please feel free to change the day to fit in with your family schedule and, if appropriate, siblings can join in with each year group's activities.</p> <p>We hope you enjoy completing these activities. There are some Pobble activities too to accompany these if you wish to have a look.</p>
		Computing	
		<p>L1: To make a character dance. Uploaded on Tuesday</p> <p>Task: Change the background and add a sprite with multiple costumes. Students make their dancer move about the screen using other arrow keys. They can then use the rest of the lesson to practise Scratch and recap the skills they have learnt so far.</p>	