

# Weekly Overview Year Group: 3 Week beginning: 2<sup>nd</sup> October 2023.

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English:	Stories with issues and dilemmas			
Monday	Tuesday	Wednesday	Thursday	Friday
To develop a plot (shared Plan)	LI: To identify and write noun phrases	LI: To use conjunctions	LI: To use a variety of openers (Shared write)	LI: To plan an adventure story (Hot Write plan)
<p><b>Key Vocabulary:</b> Events, substitution, structure, purpose, audience, sequence, suspense, engage,</p> <p><b>Key Questions:</b> What makes a good plot? Think back to when we identified the features of a 'portal story' / 'adventure story'. What were the plot features? Why is it important that the plot generates questions from the reader but then answers them all by the end? When authors 'magpie' ideas from other authors, why is it important that they adapt when they adopt? How important is causation in a plot or is it ok for things to happen 'suddenly'? How do skilled authors 'drip-feed' clues to the reader slowly? What impact does this have?</p>	<p><b>Key Vocabulary:</b> Determiner, noun, adjective, noun phrases, expanded noun phrase, describe</p> <p><b>Key Questions:</b>  <ul style="list-style-type: none"> <li>What is a noun?</li> <li>What function does an adjective have?</li> <li>What is the difference between a clause and a phrase?</li> <li>Does a noun phrase need a determiner/ article?</li> <li>What must be added to a noun phrase to create an expanded noun phrase</li> <li>What noun phrases can be found in our class text?</li> <li>What effect would using noun phrases have on the reader?</li> <li>Why might an author choose to use noun phrases to describe instead of other figurative language?</li> </ul> </p>	<p><b>Key Vocabulary:</b> Determiner, noun, adjective, noun phrases, expanded noun phrase, describe</p> <p><b>Key Questions:</b>  <ul style="list-style-type: none"> <li>In writing, how is more than one idea linked?</li> <li>What conjunctions can you list? Do different conjunctions perform different functions?</li> <li>Can you classify the conjunctions?</li> <li>In a sentence, are conjunctions found at the beginning, middle or end?</li> <li>In 'Stone Age Boy', what conjunctions can you find?</li> </ul> </p>	<p><b>Key Vocabulary:</b> fronted adverbial, comma, speech, onomatopoeia, simile, abstract noun,</p> <p><b>Key Questions:</b>  <ul style="list-style-type: none"> <li>Why is it important that writers start their sentences in a variety of ways?</li> <li>What purpose do fronted adverbials serve?</li> <li>How could onomatopoeia be used as an opener?</li> </ul> </p>	<p><b>Key Vocabulary:</b> setting, characters, details, introduction, build- up, climax, resolution, ending, events,</p> <p><b>Key Questions:</b>  <ul style="list-style-type: none"> <li>What makes a good plot?</li> <li>How are writers inspired by other writers?</li> <li>What does substitution mean?</li> <li>How do we ensure a plot 'ties up all loose ends'?</li> </ul> </p>
<p><b>Starter</b> With their partner, children look at their boxing-up grid, with the story pattern inserted. Using a highlighter, identify the details that we will need to change/ substitute, in order to plan our own stories using the story pattern (names of people, portal, landscapes/ settings, and the nature of the quest).</p> <p><b>Watch me:</b> Model using the context information from yesterday to substitute key details from the story. Teacher to do this for the introduction.</p> <p><b>Help me:</b> Teacher and children will repeat the strategies, applying on the build-up.</p> <p><b>Show me:</b> On their whiteboards, children independently share their ideas for the climax.</p>	<p><b>Starter</b> <b>Search and find game:</b> noun phrases Children search in the picture to find the people described by noun phrases.</p> <p><b>Watch me:</b> Explain to the children what noun phrases are and how expanded noun phrases can be constructed. Use colourful semantics to model what the 'writing frame' for an expanded noun phrase should look like: 'Determiner, adjective noun, with adjective noun'</p> <p><b>Help me:</b> Select the appropriate adjectives to describe the noun.</p> <p><b>Show me:</b> Use the picture to write an expanded noun phrase about the highlighted noun. Children choose appropriate words from the word bank and the 'colourful semantics' frame to help.</p>	<p><b>Starter:</b> Present to children a conundrum that the fairy queen has... a spell cast by the wicked witch has resulted in compound sentences being broken apart and are each now 2 separate sentences. Help her put them back together again. Children feedback their ideas and what they did to solve the Fairy Queen's problem and put the sentences back together again.</p> <p><b>Watch me:</b> Teacher to explain that words that join two simple sentences together to make a compound sentence are called 'coordinating conjunctions' and these are like superglue for sentences. Model that 'FANBOYS' is an acronym to remember the 7 coordinating conjunctions: for, and, nor, but, or, yet, so. Show children examples of how these have been used to join sentences</p>	<p><b>Starter</b> Match the 'opener' type to its definition.</p> <p><b>Watch me:</b> Read the extract from 'Escape from Pompeii' and identify how a variety of openers have been used and the effect that this has had on the reader.</p> <p><b>Help me/ show me:</b> Improve the sentences by ensuring they open with:</p> <ul style="list-style-type: none"> <li>adjective</li> <li>adverbial</li> <li>onomatopoeia</li> <li>speech</li> <li>abstract noun</li> <li>simile</li> </ul>	<p><b>Starter</b> Partner discussion: What makes a good plot?</p> <p><b>Watch me:</b> Refer to the working wall and the writer's toolkit we have built during these past few weeks.</p> <p>Remind children how we can create a new plot by substituting key details from the story pattern, on the boxing up grid.</p> <p>Teacher to do this for the introduction.</p> <p><b>Help me:</b> Children look at the story pattern on their individual boxing-up grids and highlight the details they will need to create a new plot.</p> <p><b>Show me:</b> Children turn to their partner and share their ideas: What is their character called?</p>


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		together. <b>Help me:</b> Complete the 'cloze procedure' compound sentences by inserting an appropriate conjunction. <b>Show me:</b> children roll the dice to select a Coordinating conjunction and writing a sentence using it. Children then show their whiteboard when prompted. Teachers will use this to identify and further support focus groups.		What is the portal to the past? Who is the stone-age character that the MC meets?
<b>Main Task:</b> Children complete the substitution process for the remaining sections of the story, using the strategies developed in today's lesson. Teacher to work with Red group to produce a shared write. <b>Challenge:</b> Inside line drawings, develop the information they need for their new characters e.g. names, what their personalities and physicalities are like, what their back stories are etc.	<b>Task 1:</b> Children scan 'Stone Age Boy', recording all the noun phrases they find. <b>Task 2:</b> Using the 'colourful semantics' frame, children use the pictures from the book to complete the expanded noun phrases about the characters/ objects	<b>Main task:</b> Children complete the sentence level activities from the worksheets in their APS books. <b>Extension:</b> Children go through our class text/ their own reading book and record all of the conjunctions they can find, and sort them onto the table they have been given	<b>Main task:</b> Teacher and children use the skills developed in today's lesson to write the shared write for the plot developed on Friday. <b>Challenge:</b> How can we create suspense at the relevant points in the story? Children attempt to use a rhetorical question to make the reader want to read on.	<b>Main Task:</b> Children complete the substitution process for each section of their new story, using the strategies developed in this unit. Teacher to work with Red group to produce a scaffolded (but more independent) write. <b>Challenge:</b> Inside line drawings, develop the information they need for their new characters

This week's reading focus: <b>Reading Strategy 5- Monitoring Comprehension</b>				
<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 form questions about a text	To recognise inconsistencies within a text	To identify common barriers to comprehension	To evaluate the impact of the inconsistency on the purpose for reading
<b>Starter:</b> Identify what doesn't make sense in the given image. How do we know it doesn't make sense?  <b>Main task:</b> Children will read through and annotate a nonsense poem, marking sections they understand and don't understand.	<b>Starter:</b> Recap prior learning. How do we know when we don't understand?  <b>Main task:</b> Children will read an excerpt, and identify sections or words they are confused about. They will then work together, and use the surrounding context to help them identify the meaning of words and phrases.	<b>Starter:</b> Recap prior learning. How do we know when we don't understand?  <b>Main task:</b> What is an inconsistency? How do we know when an author is inconsistent? In pairs, students will create a checklist for inconsistency and unfamiliar ideas in a text.	<b>Starter:</b> Recap prior learning. How do we know when we don't understand?  <b>Main task:</b> Utilise the techniques we have practised in our own reading. When do we need to ask further questions about a text?	<b>Starter:</b> Recap prior learning. How do we know when we don't understand?  <b>Main task:</b> Children will replace missing words in a text, and compare their results. Do the texts still have the same meaning? What impact could it have on our understanding if we don't understand a word or concept?

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Handwriting	Spelling and dictation	Word of the day
<p>To form and join the letters: 'sh', 'es'</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>as, es, she</i></p> <p><b>Main task:</b> Children practice this formation in the context of the following words: <i>she, ships, shoe, past, pest, share, codes, message, was</i></p>	<p>To explore words with the /sh/ sound, spelt 'ch'</p> <p>1. Write this week's spelling words into the diary 2. Find out what the words mean and use the knowledge to complete the activity:</p> <p><i>chef, chalet, machine, brochure, parachute, champagne, chute, moustache, quiche, crochet</i></p>	<p><b>Monday: remains</b> <b>Tuesday: domestication</b> <b>Wednesday: husbandry</b> <b>Thursday: neolithic</b> <b>Friday: resin</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	Friday
	To add and subtract 100s.	To spot patterns.	To add 1s across a Tens.	To add 10s across a Hundreds.	To subtract 1s across a Tens.
<b>Key vocabulary and key questions</b>	<b>Key Vocab:</b> Addition, subtraction, ones, tens, hundreds <b>Key Questions:</b> What are the Steps for solving an additional equation? What are the Steps for solving a subtraction equation?	<b>Key Vocab:</b> Addition, subtraction, ones, tens, hundreds <b>Key Questions:</b> What do you notice about the equations given? What happens to each column when you add another H, T and O?	<b>Key Vocab:</b> Addition, subtraction, ones, tens, hundreds, number bonds <b>Key Questions:</b> How can we use our number bonds to help us? What mistakes can you spot? How can we solve them?	<b>Key Vocab:</b> Addition, subtraction, ones, tens, hundreds <b>Key Questions:</b> How can we use number bonds to solve this equation? How did we solve this? Why did we do this step?	<b>Key Vocab:</b> Addition, subtraction, ones, tens, hundreds <b>Key Questions:</b> How many pencils will be left? How would we solve this?
<b>Introduction and learning</b>	Discuss the steps for solving an additional equation, then solve the equation together as a class, discussing the steps as you go. Discusses the steps for subtracting and working together using the visuals given. Provide children opportunities to solve equations independently and use this to spot misconceptions and address. Children use part whole models to solve addition and subtraction equations.	Children to solve the equations on the board and then discuss the patterns that they have noticed. Discuss the issue with Ron about adding one H, T and O to each column on a place value grid. Discuss the input machine and what has happened to each number and then solve what the input machine's function was.	Show children an equation of adding a ones to a 2 digit number, discuss how to partition the ones into a number that creates a bond to 10. Repeat the process but use a 3-digit number to solve the equation.	Display the visuals of the equation and discuss how we can use knowledge of bonds to solve the addition. Silent teacher - show children how to solve an addition using the column method. Provide children another equation to independently solve. Children use knowledge of addition to solve the missing numbers.	Show children a visual of a group of pencils, get them to solve the subtraction being asked - discuss misconceptions. Discuss regrouping and why we need to regroup by using the visuals on display - solve the corresponding subtraction equation. Children can solve a subtraction equation independently - identify and discuss misconceptions.
<b>Activities and application of learning</b>	<b>T1:</b> Children to solve standard equations. <b>T2:</b> Children use knowledge of solving equations to find the missing numbers. <b>T3:</b> Children solve word problems using skills learnt.	<b>T1:</b> Children solve the equations using the patterns spotted to assist them. <b>T2:</b> Children solve a range of equations. <b>T3:</b> Children solve reasoning problems.	<b>T1:</b> Children use the visuals to solve the adding equations. <b>T2:</b> Children solve the adding equations using bonds to support. <b>T3:</b> Children	<b>T1:</b> Children use their knowledge of Bonds to solve missing number equations. <b>T2:</b> Children use chosen methods to solve addition equations. <b>T3:</b> Children solve reasoning problems.	<b>T1:</b> Children solve the simple equations using bonds to assist them. <b>T2:</b> Children to solve the equations involving regrouping. <b>T3:</b> Children solve reasoning problems.

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

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Spanish	Reading- 20 minutes daily	Science	PE
<p><b><u>LI: To recognise and pronounce the first 5 sounds: ‘B’, ‘V’, ‘CC’, ‘QU’ and ‘Z’</u></b></p> <p><b><u>Starter:</u></b> Children will recap sounds from last lesson, and practise the Spanish alphabet again.</p> <p><b><u>Main task:</u></b> Children will practise their new sounds. They will practise identifying sounds and using phonetic spelling to help them write unfamiliar words.</p>	<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><u>Challenge:</u></b> Write a piece of ‘fan fiction’. Think about what happens after the story ends. Write the next chapter.</p>	<p><b><u>To investigate rock formations.</u></b></p> <p>Children will be recreating different rock formations when learning about how sedimentary, metamorphic and igneous rocks are made.</p> <p>Children will be making rock formations using starburst to represent the rocks.</p>	<p><b><u>Fundamentals - inside PE</u></b> <b><u>L.I: To develop technique and control when jumping, hopping and landing.</u></b> Hopscotch - throw bean bag to 1. They jump over one and continue to 10. Then repeat with 2, 3, 4 etc.</p> <p><b><u>Rounders- outside PE</u></b> <b><u>L.I: To field a ball using a two handed pick up and a short barrier.</u></b> 6 players play a small game of mini-rounders. Rolling as batting. Use and apply the skills we learnt from this and last lessons.</p>
PSHE	RE		Computing
<p><b><u>L.I: To understand why rules are needed and how they relate to rights and respecting their rights</u></b></p> <p><b><u>Main teaching and task:</u></b> On the right and side of your paper draw your nightmare school adding a few words to explain if necessary. As a group write responses to each question around your Dream school picture, numbering their answers.</p> <p>1) How might children at this school feel? (Write three words)</p> <p>2) What might the children be proud of?</p> <p>3) Who would the children ask for help?</p> <p>4) How easy would it be for the children to learn? Score out of 10, (1=very difficult 10 =easy to learn)</p> <p>5) What is it about the Dream school that helps children to learn? Reinforce the lack of choices and opportunities that their Nightmare schools would offer.</p>	<p><b><u>LI: To consider feelings of belonging.</u></b></p> <p><b><u>Starter:</u></b> Children will discuss what makes them feel like they belong, and how participating in activities such as making lanterns or rangoli could instil feelings of belonging.</p> <p><b><u>Main task</u></b> Children will share a time/place/event they felt that they belonged, and consider how they can invite others to share that feeling.</p>		<p><b><u>LI: To understand how the internet works and explain a website's journey.</u></b></p> <p><b><u>Starter:</u></b> Recap prior learning about networks</p> <p><b><u>Main task:</u></b> Create a diagram showing how a file moves across the internet.</p>
Homework			Music
<p><b><i>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.</i></b></p> <p><b><u>Reading.</u></b> Read for at least 20 minutes every day. Record what you have read in your Pupil Planner reading log.</p> <p><b><u>Doodle.</u></b> Complete Maths, Times-Tables, English and Spelling activities so that you stay in the Green zone.</p> <p><b><u>Times Tables Rockstars: Rock Stars Battle of Year 3</u></b></p> <p>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.</p>			<p><b><u>L.I: To Be able to improvise using given notes</u></b></p> <p><b>Main Task and Teaching:</b> Discuss what a ‘drone’ is. Recall the melody from the last lesson. Children practise the melody again. They then try this with a drone involved. This is repeated with their innovative melodies from the last lesson.</p>