

Weekly Overview Year Group: 3 Week beginning: 18th September 2023.

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English: Adventure Stories- Stone Age Boy				
Monday	Tuesday	Wednesday	Thursday	Friday
To make connections to a text	To summarise a text (Story map)	To compose an adventure story (cold write)	To identify features of a text	To retrieve information from a text to answer questions
<p><u>Key Vocabulary:</u> vocabulary, compare, experiences, clues, connections, existing knowledge, predict</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> What does 'connections' mean? How do our observations help us make connections? How does our prior knowledge about topics help us? In what way do the connections we make help us pose questions about a text and make predictions? 	<p><u>Key Vocabulary:</u> events, skim, retrieve, orders, connections, importance, summarise.</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> What does summarise mean? What skills do we use when we summarise? When summarising a story, why is chronological order important? When we summarise, do we need to include superfluous information? 	<p><u>Key Vocabulary:</u> structure, introduction, build up, problem, resolution ending, link, pattern, boxing up.</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> What are the main parts of a story? What information do we expect to find in each section of a story? What special features does an adventure story have'? 	<p><u>Key Vocabulary:</u> structure, language, context clues, subject specific/ historical vocabulary</p> <p><u>Key Questions:</u></p> <p>What makes a good story? How should a story be organised What language helps the reader to sequence events? What context information does the author need to give the reader so they can visualise?</p>	<p><u>Key Vocabulary:</u> skim, scan, importance, isolate, retrieve, copy, match, circle, underline</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> What does retrieve mean? What strategies do we use, when we retrieve information from a text? How can we isolate the important information from that which is not? How do skimming and scanning help us to do that?
<p><u>Starter</u> On screen, Children see the image from the cover of their new class text, 'Stone Age Boy'(without the title of the book being revealed) Children play 'I think, I see, I imagine...' and feedback their ideas to the class. <u>Watch me/ help me/ show me:</u> Reveal the name of the book and explore the title. What does this make us imagine the book will be about? How do we know? Teacher to model using reading strategy 1, and prior knowledge, to make connections to self, other texts previously read and the world around us. Children then apply this to the blurb of the book.</p>	<p><u>Starter</u> With a familiar story (The day the crayons quit) Children put the pictures in order to retell the story. Explain to children that by putting the pictures in order, they have essentially created a story map.. Today they will be doing that for 'Stone Age boy' <u>Watch me:</u> Share the images from the book which have been jumbled up (not all the events). Children work with partners to put them into chronological order.. <u>Help me/ show me:</u> draw an appropriate image for the first event in the story, followed by an arrow.</p>	<p><u>Starter:</u> Show children images from The Stone Age. With their partner, label as many things as they can. After children feedback their ideas, reveal the correct names of the objects and what they were used for. Add these to the 'working wall' along with the vocabulary generated from our 'cave visit' <u>Watch me:</u> Introduce the topic to the children and explain that, by the end of the unit, we will have used the features of adventure stories to write their own adventure story, set in the Stone Age. Today, we will give this a go. <u>Help me: KQ: What makes a good story?</u> Recap previous learning about the structure of stories, the sort of language that is used to engage the reader and develop characters and plot. Show me: Introduce the children to their characters (on screen). Children select names for their characters. Show me: using photos as prompts, children turn to their partner and recount their 'cave' trip.</p>	<p><u>Starter</u> 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. <u>Watch me/ help me/ show me:</u> What makes a good story? How do structure and language impact on how good a story is? Teacher to model identifying the features of a story with 'cave baby'.</p>	<p><u>Starter</u> <u>True or false- There are two animals</u> Children look at the picture to decide if the statement is true or not. Children will feedback their answers and explain how they know. <u>Watch me/ help me/ show me:</u> Teacher will explain that the strategy the children had used in the starter activity was 'scanning'. They had read the question and identified the important information (two animals), they then looked at the picture and scanned only for animals and counted them. To do this they had isolated animals from any other information in the picture. Teacher will explain that this is exactly what we do when we read a text and answer 'retrieval' style questions. Together, explore different types of retrieval questions (tick, circle, underline, find and copy). The teacher will model doing this, using the success criteria and children have a go, before doing their main activity.</p>

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<p>Main Task: Class to take turns reading the book (led by the teacher). Children complete the 'making connections' worksheet, as they read through 'Stone Age Boy', summarising the connections they make.</p> <p>Challenge: In what way is this story similar/ different to other adventure/ quest books you have read?</p>	<p>Main Task: Children help complete the story map by recording the rest of the events from the story with arrows used to aid chronology.</p> <p>Mini Plenary: Children feedback their ideas to class and the teacher draws a shared story map to add to the working wall.</p> <p>Challenge: What linking language could be placed on the arrows to help the reader have clarity about the order of events and the relationship between events?</p>	<p>Main Task: Children use the information given, the pictures and the word banks to complete their task. This is a cold write and will be completed on blue paper. From this task, teachers will set the targets for the rest of the unit.</p> <p><i>Children write the setting for a story, where the main characters get sucked through a portal and end up back in the Stone Age.</i></p>	<p>Main Task: Children read 'Stone Age Boy' then, annotate the features grid to mark the features they find in the text, and record examples of each.</p> <p>Challenge: Which features from the list did they not find? What do they think that might be?</p>	<p>Main Task: Children re-read 'Stone Age Boy' and use the inference skills developed in today's lesson to answer the questions.</p>
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This week's reading focus: Reading Strategy 3- visualisation				
Monday	Tuesday	Wednesday	Thursday	Friday
To retell a story using images	To apply prior/ concept knowledge to visualise	To discuss words and phrases that capture the imagination	To explore figurative language and the effect it has on the reader	To explore methods for visualisation
<p>Starter: Discuss the Reading Strategy for this week.</p> <p>Watch me: Children look at the pictures on the board and listen as the teacher retells it using images alone.</p> <p>Help me: the children continue the story to aid the teacher.</p> <p>Show me: children finish retelling the story to their table groups.</p> <p>Main task: children have images from a well-known story that they retell to a partner 1 image at a time by each child. Share as a class.</p>	<p>Starter: Retell a story based on pictures to recap last lesson.</p> <p>Watch me: From an image from an adventure story, make connections using concept knowledge.</p> <p>Help me: Children add their own connections to the image.</p> <p>Show me: Match a few descriptions to the images on the board.</p> <p>Main task: Using phrases from Stone Age Boy, children draw an image of what they read. They then look at the actual image from the book and see how well they visualised.</p>	<p>Starter: Place the words in order of power e.g. most descriptive.</p> <p>Watch me: Match the word or phrase that best suits the image on the board.</p> <p>Help me: Illustrate the image that comes to mind from a given phrase and highlight the words that aid most with this.</p> <p>Show me: Decide on the phrase/word that offers the best description for visualising.</p> <p>Main task: children act out and then draw out the image they visualise from a provided sentence. They highlight the words/phrases that helped capture their imagination.</p>	<p>Starter: Place the sentences in order of descriptive power.</p> <p>Watch me: Explore the term figurative language.</p> <p>Help me: Sort phrases into figurative and literal.</p> <p>Show me: Match the meanings game.</p> <p>Main task: Children receive well-known similes or metaphors. They match the language to the most appropriate meaning or image.</p>	<p>Starter: Children turn to their partner and recap the things a good reader does to visualise.</p> <p>Main task: Together, create an anchor chart (children create individual bookmarks) for visualisation.</p>



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Handwriting	Spelling and dictation	Word of the day
<p>To form and join the letters: v,e</p> <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: We will then learn how to form groups of letters, requiring this join, The teacher will model this, and children will trace/ copy: ve, vi</p> <p>Main task: Children practice this formation in the context of the following words: very, wave, cave, save, waving, saving, caving, move, love</p>	<p>To explore words with the /s/ sound spelt 'sc'</p> <ol style="list-style-type: none"> Write this week's spelling words into the diary Find out what the words mean and use the knowledge to complete the activity: <p>science, scene, discipline, fascinate, crescent, fascination, scenery, ascend, descent, scissors</p>	<p>Monday: primitive Tuesday: Settler Wednesday: Mesolithic Thursday: Archaeology Friday: Chronology</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 find 1, 10 or 100 more or less.	To find 1, 10 or 100 more or less.	To identify hundreds, tens and ones.	To estimate on a number line to 1000.	To compare numbers to 1000.
Key vocabulary and key questions	KV: more than/ less than fewer/greater than KQ: What does fewer mean? What is more/less than ____? What number is this?	KV: more than/ less than fewer/greater than KQ: What does fewer mean? What is more/less than ____? What number is this?	KV: intervals hundreds, tens and ones. counting up/down. KQ: How many intervals are there? How can you find the intervals? What is the start/end point?	KV: intervals hundreds, tens and ones. counting up/down. KQ: How many intervals are there? How can you find the intervals? What is the start/end point?	KV: more than/less than greater than/fewer than KQ: Which number is larger? How do you know? Which number is fewer?
Introduction and learning	Display a number made from visuals of dienes blocks. Children explain how they know what number it is before demonstrating how to add 1, 10 and 100. Repeat the process using place value counters. Display a number made from visuals of dienes blocks. Children explain how they know what number it is before	Display a number made from visuals of dienes blocks. Children explain how they know what number it is before demonstrating how to add 1, 10 and 100. Demonstrate how to use dice to create a 3-digit number and then display adding and removing 1, 10 or 100.	Display a number line - discuss and explain how to find the missing numbers. Using the completed number line, children can discuss where the numbers should be placed - discuss how 50 will be in the middle of the hundreds. Children independently complete the number line displayed.	Show children a blank number line, they need to estimate which number is being selected and explain why they chose that number. Repeat process with larger numbers over 100. Show children a number line with no intervals marked out, children estimate where the number 30 belongs.	Show children two different amounts of pencils, they need to explain which has the fewest and how do they know. Repeat process - discuss any misconceptions that arise. Children use their place value knowledge to explain a reasoning problem.
Activities and application of learning	T1: Children complete what number it is and create more/less by 1, 10 and 100. T2: Children add or subtract the amount given from the 3-digit number. T3: Children to complete the table given using knowledge of more/less than.	Children will be creating their own 3-digit numbers and demonstrating their knowledge of 1, 10 or 100 more/less.	T1: Children to complete the missing numbers. T2: Children to locate the numbers using the number lines provided. T3: Children explain the issues presented with the number lines given.	T1: Children use the blank number lines to estimate location of the numbers. T2: Children explain the mistake made on the number line when estimating location. T3: Children compare methods for estimating numbers using a number line, explaining the best choice to make.	T1: Children make comparisons between the visuals shown to the children. T2: Children use the correct symbols to make the equations correct. T3: Children to solve the word problems by making comparisons between the numbers.

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

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Spanish	Reading- 20 minutes daily	Science	PE
<p>LI: To recognise and pronounce the first 5 sounds: 'CA', 'CE', 'CI', 'CO' and 'CU'.</p> <p><u>Starter:</u> Children will recap sounds from last lesson, and practise the Spanish alphabet again.</p> <p><u>Main task:</u> 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>Challenge: Write a piece of 'fan fiction'. Think about what happens after the story ends. Write the next chapter.</p>	<p>LI: To explain how rocks are formed. Children will be learning about the different types of rocks (igneous, sedimentary and metamorphic) and how each one of these are formed.</p> <p>Task: Children will create a cycle of the different rock formations and will explain how each one is formed.</p>	<p>Outdoor (Striking and Fielding) LI: To make decisions about when to stop and when to run in a game situation. <u>Main Task:</u> Children discuss and learn the rules for bases and stumping out in Rounders. They play small sided games involved in running and stopping at bases.</p> <p>Indoor (Fundamentals Skills) <u>L.I: To understand how to change speed and be able to demonstrate good technique when running at different speeds</u> <u>Main Task:</u> 1) Investigate how different body parts e.g. legs, arms, body move and feel during sprinting and jogging. What is the difference? 2) Discuss and demonstrate how speed can change in running. Accelerating/decelerating. 3) Children run (at different distances and paces) to collectively run to Italy. 4) They then run (collectively) around the 'Colosseum' (slower pace for 3 mins).</p>
PSHE	Topic	Art	R.E
<p><u>L.I: To recognise our worth and identify positive things about achievements</u> <u>Input:</u> Invite the children to discuss in pairs something similar they both enjoy doing. Each pair shares their idea using Jigsaw Jino as the 'talking object' who is passed around the circle (when Jino is held it is that pair's turn to speak). The teacher could ask for thumbs up from the rest of the children if they hear something that they also enjoy. This encourages listening and skills of empathy. Be sure to let the children know they always have a right to pass. <u>Main Task:</u> Hand out a medal template to each child. Back in their seats they can write personal goals they have for this school year. The children bring their medals back to the circle and passing Jigsaw Jino around, each child shares what they have written. Ask the children to give everyone a round of applause and explain why it's important that everyone encourages each other to achieve their goals this year.</p>	<p><u>LI: To describe everyday life in the time studied (stone age)</u> <u>Watch me:</u> Explain to children that the artefacts are all from the Stone Age and that because the Stone Age is Prehistory, there aren't any examples of Primary written sources and so archaeologists rely on other primary sources (artefacts) to help them discover what life was like in the stone age. <u>Main task:</u> Children work in groups, each responsible for researching an aspect of Stone Age life:</p> <ul style="list-style-type: none"> • Housing • Clothing • Diet • Tools • Beliefs <p>Children's research then is assembled to make a class fact-file.</p>	<p><u>LI: To develop intricate patterns/ marks with a variety of media</u> <u>Starter:</u> Show children the same image, portrayed with different mediums. What do you notice? <u>Watch me:</u> Using the videos, model to children how different textures can be created through specific techniques/ mediums. <u>Help me/ show me (mini activity):</u> children replicate the specified texture/ shading to complete the image. <u>Main task:</u> Children then improve and advance their drawings from the previous lesson, using a different medium, charcoal, in their work.</p>	<p><u>LI: To understand the story of Rama and Sita</u> <u>Starter:</u> Discuss with children their favourite stories, and what messages they have.</p> <p><u>Watch me:</u> Watch a video explaining the story of Rama and Sita. What is the message of this story?</p> <p><u>Help me/Show me:</u> Discuss how Hindus celebrate Diwali, and show children how to make a paper lantern.</p> <p><u>Main task:</u> Children create their own Diwali inspired lantern</p>



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Homework		Music	Computing
<p>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.</p> <p>Reading. Read for at least 20 minutes every day. Record what you have read in your Pupil Planner reading log.</p> <p>Doodle. Complete Maths, Times-Tables, English and Spelling activities so that you stay in the Green zone.</p> <p>Times Tables Rockstars: Rock Stars Battle of Year 3</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>L.I: To be able to improvise using given notes</p> <p>Starter: Children listen to the music played by the teacher and discuss where they think it comes from.</p> <p>Main: The children are going to be learning the basics of what a rag is and how they can use it.</p> <p>Ask if they can remember what a rag is from the last lesson. (A rag is a series of notes which Indian music uses to create the tune.) They use keyboards or glockenspiels in pairs, using the following notes for the rag: C D F G B C B G F D C. They play this in the correct order and then improvise their own, using the same notes but changing the order.</p> <p>Plenary: children perform their pieces</p>	<p>LI: To Understand what a network is</p> <p>Main:</p> <p>Children will learn what a network is, using the example of the network in our school. Students will create their own network map, showing how devices around the schools are connected with wireless and wired connections.</p>