

Weekly Overview Year Group: 3 Week beginning: 3rd June 2024.



Alexandra
Primary School

Aspire, Perform, Succeed

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English - Greek Myths				
Monday	Tuesday	Wednesday	Thursday	Friday
LI: To retrieve information from a text	LI: To compose a persuasive text (cold Write)	LI: To identify the purpose and audience of a text	LI: To identify the features of a text	LI: To analyse and compare texts
<p>Key Vocabulary: advert, persuade, convince, topic, audience, purpose</p> <p>Key Questions: What is the purpose of an advert? What does a good advert have? How do adverts connect with their audience?</p>	<p>Key Vocabulary: persuade, convince, connect, engage, audience</p> <p>Key Questions: What is an advert? What techniques do adverts use to engage their audience? How do language and stylistic features vary?</p>	<p>Key Vocabulary: advert, persuade, convince, topic, audience, purpose</p> <p>Key Questions: What is the purpose of an advert? What does a good advert have? How do adverts connect with their audience? Why do some persuasive texts use formal language and others do not? How does the intended audience of a text affect the persuasive devices that are used?</p>	<p>Key Vocabulary: rhetorical question, 2nd person, alliteration, persuasive, slogan, positive, viewpoint</p> <p>Key Questions: Why are rhetorical questions a powerful way to engage an audience? Why are slogans a powerful persuasive tool? Do all persuasive texts contain the same features? Why?</p>	<p>Key Vocabulary: rhetorical question, 2nd person, alliteration, persuasive, slogan, positive, viewpoint, compare, contrast, similar</p> <p>Key Questions: Why do some persuasive texts use formal language and others do not? How does the intended audience of a text affect the persuasive devices that are used? What language is used to compare and contrast?</p>
<p>Starter: What do the texts shown on screen all have in common? (Persuasive texts)</p> <p>Watch me: The teacher will introduce the genre and build upon prior learning, ensuring children are aware of the purpose and audience.</p> <p>Help me: learn how to retrieve and combine information from a text to answer questions.</p> <p>Show me: How could the answer to the following question be improved?</p>	<p>Watch me: explore the purpose of advertisements and some of the language techniques they use to engage their audience.</p> <p>Help me: You will look at a variety of well-known adverts and using the slogan, identify the brand.</p> <p>Show me: Looking at the advert language, style, theme, and image, who do you think the audience for each advert might be?</p>	<p>Starter: Can you think of a real-life situation where a person might need to use persuasive language?</p> <p>Watch me: Recap what an advert is from the previous lesson. Explain that not all adverts have the same audience so the style of the advert will be different. Show examples to model this, noting the language formality, font, images, and colours used.</p> <p>Help me: How do we know the following advert is aimed at parents?</p> <p>Show me: What age range do you think the following advert is aimed at? How do you know?</p>	<p>Starter: If you had to convince your parents to let you stay up past your bed-time to watch a TV show, what techniques would you use?</p> <p>Watch me: recap and identify the purpose of a persuasive text and the different types of persuasive texts that exist.</p> <p>KQ. What aspects of adverts changed depending on the intended audience?</p> <p>Help me/ show me: Teacher will model how to 'text mark' some of the features on the checklist and children will have a go too.</p>	<p>Starter: sort the features on the t-chart to demonstrate which belong to the genre and those which don't.</p> <p>Children feedback their responses and recap our learning from yesterday' lesson.</p> <p>Watch me: Teacher will model how to use the checklist to analyse a text (one of the 2 texts students will compare)</p> <p>Help me: children will mark two more on the chart.</p>
<p>Main task: Use the skills developed in today's lesson to answer the comprehension questions about an advert (tourism leaflet)</p>	<p>Main task: The ancient Greek Gods are no longer worshipped and Mount Olympus went into administration and was successfully bought over by 'Merlin Entertainments' (the company that owns Alton Towers). Their plan is to turn Mount Olympus</p>	<p>Main task: With the advert they have been given, children work as a group to:</p> <ol style="list-style-type: none"> 1. stick the advert on sugar paper 2. annotate the evidence that points towards the purpose 3. annotate the evidence that 	<p>Main task: Read the model text (a brochure) and follow the instructions on the sheet, to mark the features, just as the teacher modelled.</p>	<p>Main task: Analyse 2 persuasive texts using the features checklist with 2 colours (one representing each text) and write a statement comparing them (they have already completed one with the teacher) during the Input)</p> <p>Challenge: Use comparative language to</p>

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	<p>into a theme park. However, instead of the usual rides, the Mythical creatures and gods have been employed to provide the experiences e.g. Minotaur's labyrinth, Poseidon's waterpark, Pegasus flight trip.</p> <p>Create an advert, persuading people to go to the new theme park.</p>	<p>points towards the audience</p> <p>4. compose/ complete a statement about the advert, its purpose and audience.</p>	<p>structure your statement (see the attached wordbank)</p>
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This week's reading focus: Reading Strategy 3 Visualisation				
Monday To retell a story using images	Tuesday To discuss words and phrases that capture the imagination	Wednesday To apply prior/ concept knowledge to visualise	Thursday To use emotive language	Friday To visualise event order from sequencing language
<p>Starter: show images of a familiar story.</p> <p>Watch me: introduce the children to another set of famous texts from Ancient Greece: Aesop's fables.</p> <p>Help me/ show me: Together read the fable and identify the main events. Children work with their partner to put the images in order, justifying their choice.</p> <p>Main task: How could the slogan be used in an advert? What other things are better when done slowly? e.g., stew, or carefully? e.g. driving, sewing. Children to create an advert using the slogan 'slow and steady wins' for the product.</p>	<p>Starter: Children look at the images on screen and match each to the correct sentence to caption them.</p> <p>Watch me: 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"> ● nouns ● adjectives ● prepositions ● verbs ● adverbs. <p>Help me: Together, read a different Aesop's fable and identify the nouns, adjectives and prepositions, using the key to text-mark.</p> <p>Show me: Together, read the text and identify the verbs and adverbs, using the key to text-mark.</p> <p>Main task: Children produce an image depicting what they visualised, from the language we identified together.</p>	<p>Starter: Using the Anchor chart, recap the techniques that readers use to visualise.</p> <p>Watch me: Show words on the screen (verbs, prepositions, adverbs, nouns, adjectives). Explain that in certain texts these words are helpful when visualising.</p> <p>Link to current learning in our English persuasive writing.</p> <p>Help me: Play 'Phone a friend' to describe a product for the teacher/child to sketch on the board and then compare to the real image.</p> <p>Show me: Repeat with the whole class - teacher reading and the class sketching.</p> <p>Main task: Children work in pairs to give instructions to get a partner to draw the description of their product, based on the language used in the advert.</p>	<p>Starter: children work in pairs to match the synonyms of emotions to each picture of facial expressions.</p> <p>Watch me: Explain that persuasive writing often engages the reader using images and language linked to feelings/ behaviours:</p> <ul style="list-style-type: none"> ● Actions ● words spoken ● body language ● tone of voice ● interactions/ reactions to/ with other characters. <p>Help me/ show me: Find the evidence in the text that engages the reader using emotive language images.</p> <p>Main task: children match the adverts to the emotion they want the audience to feel.</p>	<p>Starter: Recap the strategies we have developed this week, regarding visualisation.</p> <p>Watch me/help me/show me: Together, read the text and using the key, identify:</p> <ul style="list-style-type: none"> ● main information ● images ● dialogue ● music <p>Main task: Children complete comprehension questions based on the adverts we have focused on this week. They will use the information we identified together to answer the questions.</p>


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Handwriting	Spelling and dictation	Vocabulary
LI: To form and join the letters: ro	LI: To recall and apply spelling rules	Word aware: linked to the wider curriculum
<p><u>Watch me:</u> 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><u>Help me/ Show me:</u> We will then learn how to form groups of letters, requiring this join, The teacher will model this, and children will trace/ copy: <i>row, now, swim</i></p> <p><u>Main task:</u> Children practise this formation in the context of the following words: <i>row, now, how, bow, blow, know, grow, swimming, brow.</i></p>	<p>Children will select twenty spellings from the previous half-term (that they still get incorrect). Using the strategies and 'look, cover, write and check', children will revise the words before their SPaG assessment.</p> <p><u>Revision methods:</u></p> <ul style="list-style-type: none"> • spelling scribble • word pyramids • word pictures • words within words • look, cover, write, check • number of syllables 	<p>marathon scholar physics toga herculean</p>

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>To revise addition skills.</u>	<u>To revise subtraction skills.</u>	<u>To revise multiplication skills.</u>	<u>To revise division skills.</u>	<u>To identify horizontal and vertical lines.</u>
Key vocabulary and key questions	<p>KV: Adding, addition, missing number, plus, combine, altogether, total</p> <p>KQ: How would we find a missing number in an addition equation? Spot the mistake made here? Can you explain how to fix it?</p>	<p>KV: Subtract, subtraction, subtracting, take-away, decrease, less than</p> <p>KQ: How would we find a missing number in a subtraction equation? Spot the mistake made here? Can you explain how to fix it?</p>	<p>KV: Multiply, multiplication, times, repeated addition</p> <p>KQ: How would we find a missing number in a multiplication equation? Spot the mistake made here? Can you explain how to fix it?</p>	<p>KV: Divide, division, sharing, equal groups, grouping.</p> <p>KQ: How would we find a missing number in a division equation? Spot the mistake made here? Can you explain how to fix it?</p>	<p>KV: Horizontal, vertical, parallel, perpendicular</p> <p>KQ: What does horizontal mean? What does vertical mean? Can you spot some horizontal/vertical lines? Can you find the line of symmetry?</p>
Learning	<p>Recap the core skills for solving an addition equation – address misconceptions when needed. Introduce a missing number equation, discuss how to solve, and do as a class, next provide children an opportunity to solve one themselves – address misconceptions. Provide a reasoning question to discuss as a class and talk about how to solve.</p>	<p>Recap the core skills for solving a subtraction equation – address misconceptions when needed. Introduce a missing number equation, discuss how to solve, and do as a class, next provide children an opportunity to solve one themselves – address misconceptions. Provide a reasoning question to discuss as a class and talk about how to solve.</p>	<p>Recap the core skills for solving a multiplication equation – address misconceptions when needed. Introduce a missing number equation, discuss how to solve, and do as a class, next provide children an opportunity to solve one themselves – address misconceptions. Provide a reasoning question to discuss as a class and talk about how to solve.</p>	<p>Recap the core skills for solving a division equation – address misconceptions when needed. Introduce a missing number equation, discuss how to solve, and do as a class, next provide children an opportunity to solve one themselves – address misconceptions. Provide a reasoning question to discuss as a class and talk about how to solve.</p>	<p>Children will be learning about the difference between horizontal and vertical lines. Teacher will provide different scenarios for children to identify horizontal and vertical lines, including visual and more physical by using the classroom itself. Teacher will recap lines of symmetry with the class and discuss how it links to horizontal and vertical lines.</p>

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DT	Music	Topic- Geography	PE
<p><u>LI: To learn how to sew cross-stitch and appliqué</u> Starter: Children will demonstrate what they already know about the purpose of the product they will be making this half term and the textile skills they will learn and use through completing a short quiz. Input: <i>What does the word appliqué mean?</i> The children will discuss the definition of the word and see some examples of the textile technique. Main Task: children will be given a small square of material, a needle and thread. They will watch a short video on how to cross-stitch. They will be given 15 minutes to practise this stitch on their squares. They will then be shown a short video on appliqué and then given a further 15 minutes to practise this technique. Children will record their top tips on how to use these skills in the coming term.</p>	<p style="text-align: center;">Ukulele with Hounslow Music Service</p> <p><u>LI: To learn songs that can be played solo or ensemble 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 describe the location and characteristics of a place.</u> Starter: show children a blank map of Greece What is the picture of? How do you know? Mini task: Children stick the unit cover page (with the skills that will be covered) into their Geography book and complete their pre-learning quiz and KWL Watch me: Introduce the children to their new topic: Help me: match the capital city to the country. Show me: Which country do we live in? What is the capital city of this country? Main activity: Children refer to the various sections of their Knowledge organiser, using the terms learned in today's lesson to complete their group's given task by labelling the map</p> <ul style="list-style-type: none"> • Cities • Capital city • islands 	<p>Tennis <u>L.I: To develop racket and ball control</u> Main Learning: Racket and ball familiarisation: Pupils stand in a space, with one tennis ball and one tennis racket. Pupils practise the following skills: - Roll the ball around the rim of the racket. - Drop the ball from the racket, bend your knees to scoop it up. - Tap the ball up and catch it on the racket. - Tap the ball up continuously with the racket. - Bounce the ball on the floor with the racket. Dodgeball <u>LI: To learn the rules of dodgeball and apply them to a game situation</u> Main Learning: Dead zone: Create a 'dead zone' using two lines of cones that run through the centre of the court and introduce that only your hands are allowed in the dead zone. In pairs with one ball. Children stand either side of the dead zone with their ball in the dead zone. Calling 'go,' children react to quickly take the ball from the dead zone before their partner. One point scored if they are able to take the ball. Repeat a few times.</p>
Spanish	Science	PSHCE	R.E
<p>LI: Learn the 6 key periods of Ancient Britain in Spanish</p> <p>Children will learn the vocabulary to identify 6 key periods of Ancient Britain in Spanish. They will then practise using their new vocabulary by identifying images.</p>	<p><u>LI: To understand what light is and how it is formed.</u></p> <p>Children will initially be completing a KWL grid for the new science topic. Children will then be learning about how light is formed and understand the science behind the concept of light.</p>	<p><u>L.I: I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</u> Main Task – Children will choose one of the pictures from the baby/mother cards. In your book, draw three pictures in sequence to show changes that happen for the baby: from:</p> <ul style="list-style-type: none"> - birth, - to being a child/young animal, - to being fully grown. <p>Write a short description about the changes that occur as the baby grows into an adult.</p>	<p><u>To describe how fire can represent remembrance.</u></p> <p>Children will be learning about how fire is used in remembrance services for the Christian and Jewish religions. They will learn about the use of candles in remembrance services and specifically about the Yahrzeit candles. Children will then match phrases to the images used during the lesson - discussion based task.</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:

Writing - To find examples of adverts that children enjoy and label the features of persuasive writing that they can find.