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Table with 5 columns (Monday to Friday) and 2 rows. Title: English- Narrative Poetry (Egyptian context- Melvin the Mummy). Row 1: Learning Intentions (LI) for each day. Row 2: Key Vocabulary, Key Questions, and Starter for each day.




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<p>Main task: Using the word banks and ideas, generated in today's lesson, as well as the images provided, children will write a narrative poem, retelling the story presented in the storyboard. This is a cold-write so no further support will be given but children will be reminded to apply skills and knowledge about poetry, previously acquired. They will be prompted to think carefully about structure and organisation, using previously read poems as a model.</p> <p><i>* Following the assessment, children will receive feedback on their work in the form of 'unit targets'.</i></p>	<p>Main task 1: Complete the connections grid.</p> <p>Main task 2: Children re-read Marvin the Mummy and answer the questions about the theme, content and events.</p>	<p>Main task 1: The whole class reads and performs the poem together with actions (internalisation)</p> <p>-Take photos for learning wall and APS books</p>	<p>Main task : Children use the key information we identified, when reading the poem, as well as the actions we devised to create a text map of the poem.</p> <p>Challenge: How can we organise our text map so that the sequence of events and the structure of the poem are clear?</p> <p><i>*Support group will work with the teacher to use 'inPrint' to do this task with widgets.</i></p>	<p>Main task: Children are guided by the teacher in rereading 'Marvin the Mummy' and just like earlier in the lesson, text mark the features found in the poem and record examples on their grid.</p> <p>Challenge: Why has the poet used the features that they have? How do the features help the poet achieve their purpose and engage the audience?</p>
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This week's reading focus: **Reading Strategy 8 - Summarising and Synthesis**

Monday To identify and order the main points of a text	Tuesday To summarise information from a text	Wednesday To select and combine information from various sources	Thursday To synthesise information from more than one text	Friday To compare texts with similar topics
<p>Children share an excerpt of text as a class (narrative poem). Together, they identify the main points of the text. Following this, they order the main points chronologically.</p> <p>This is repeated independently by the children (in pairs) on a different text.</p>	<p>Children devise a class poster for Reading Strategy 8 for display in class.</p> <p>They summarise by using the following sub-headings: Somebody - main character, Wanted - what did they want, But - what was the problem, So - how did they solve the problem, Then - what was the resolution of the story?</p> <p>This is completed with a shared text (narrative poem).</p>	<p>Children receive a key question that they have to research, using a few different sources to help them.</p> <p>This is carried out in a Jigsaw format.</p>	<p>Children use connections, existing knowledge, retrieval, inference and deduction skills to answer various questions about 2 different texts.</p>	<p>The children have 2 examples of a text that are based around similar topics. They compare these texts by looking at similarities, differences, positives, negatives and points of interest.</p> <p>This forms a shared review for the class reading areas about 2 poems.</p>

Handwriting	Spelling and dictation	Vocabulary
<p>L1: To form and join the letters: O, Y</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: oy, ou, oi</p> <p>Main task: Children practise this formation in the context of the following words: boy, toy, oil, point, coin, boil, shout, out, our</p>	<p>L1: To modify root words by adding a suffix</p> <p><i>forgetting, forgotten, beginning, beginner, prefer, preferring, gardening, gardener, limiting, limited</i></p> <ol style="list-style-type: none"> Write this week's spelling words into the pupil planner Find out what the words mean and use the knowledge to complete the activity 	<p>Word aware: Word of the Day</p> <p>Monday: Egypt Tuesday: pharaoh Wednesday: mummy Thursday: obelisk Friday: papyrus</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>



Weekly Overview

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Maths				
Monday	Tuesday	Wednesday	Thursday	Friday
To apply multiples of 10.	To make connections.	To reason about multiplication	To multiply a 2-digit number by a 1-digit number.	To multiply a 2-digit number by a 1-digit number.
<p>Key Vocabulary: multiple, multiplying, groups of, lots of</p> <p>Key Questions: What pattern can you spot in the multiples of 10? How does multiplying by 10 affect place value?</p>	<p>Key Vocabulary: multiple, multiplying, groups of, lots of</p> <p>Key Questions: What patterns can you spot? What fact families can you make using these visuals? How can we use these equations to solve more complex ones?</p>	<p>Key Vocabulary: multiple, multiplying, groups of, lots of</p> <p>Key Questions: What patterns can you spot? What fact families can you make using these visuals? How can we use these equations to solve more complex ones?</p>	<p>Key Vocabulary: multiple, multiplying, groups of, lots of</p> <p>Key Questions: How can we use place value to partition these numbers? How will partitioning help us solve this equation? Can we partition in different ways?</p>	<p>Key Vocabulary: multiple, multiplying, groups of, lots of</p> <p>Key Questions: How can we use place value to partition these numbers? How will partitioning help us solve this equation? Can we partition in different ways?</p>
<p>Recap counting in multiples of 10 using video: https://www.youtube.com/watch?v=Ftati8iGQcs&ab_channel=ScratchGarden</p> <p>Introduce a visual for children to use to solve the stem sentences provided. Children to use knowledge of these multiples to complete the missing number strip. Children to solve the word problem using their knowledge of multiplying by 10.</p>	<p>Display a visual used to support an equation and then reveal a more complex equation, explain to the children how we can use the first equation to help solve the second. Show children a visual for counting in 4s and explain how it can help us count in 40s. Discuss the reasoning problem with the class and take feedback to solve.</p>	<p>Show a visual representation of 2 different equations, children need to compare these two visuals and explain which is larger and how they know. Children can see a multiple step equation and make a comparison between this and another equation, explaining their answers. Teacher may want to model an explanation.</p>	<p>This lesson will be focused on developing fluency of a new method for solving equations. Teachers will discuss and provide a variety of examples multiplying 2-digit by 1-digit numbers.</p> <p>Children will be introduced to the concept of the grid method and connect this to the skill of partitioning to help them solve these types of equations.</p>	<p>Teacher to show a visual representation for the new skill and discuss using this as a class. Now the teacher will use visuals and the new grid method to demonstrate a link between both. Display another visual and children to discuss what equation it is representing.</p>
<p>T1: Children use visuals to support answering the equations. T2: Children solve complex equations. T3: Children solve word problems using multiples of 10.</p>	<p>T1: Children solve the connected equations. T2: Children to use the given multiplication fact to solve the fact families. T3: Children solve reasoning problems by making connections.</p>	<p>T1: Children to use visuals to solve the comparison equations. T2: Children make comparisons between equations. T3: Using the table provided, children order the equations using the given facts.</p>		<p>T1: Children use visuals to help support them solving the equations. T2: Children use grid method to solve the equations. T3: Children solve word problems.</p>



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Table with 8 columns: Spanish, Music, Computing, Art, Science, PSHCE, PE, R.E. Each column contains learning objectives, starter tasks, and main learning activities.



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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: 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.