

Weekly Overview Year Group: 3 Week beginning: 7th October 2024.



Aspire, Perform, Succeed

Every Monday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on Monday and will be expected to be completed by the Friday of that week.

English:	Stories with issues and dilemmas			
Monday	Tuesday	Wednesday	Thursday	Friday
To compose an adventure story (Middle)	To compose an adventure story (Ending)	LI: To use strategies learnt to answer questions about a text.	LI: To use spelling patterns to spell words and to use grammar knowledge. (SPAG QUIZ)	LI: To make appropriate vocabulary choices (SPAG Recap)
<p><u>Key Vocabulary:</u> description, openers, conjunctions, direct speech, paragraphs, plot, characters</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> How do authors describe to the reader? What senses do authors focus on, when describing? What is figurative language? How can adjectives and adverbs be converted to similes? 	<p><u>Key Vocabulary:</u> description, openers, conjunctions, direct speech, paragraphs, plot, characters</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> How do authors describe to the reader? What senses do authors focus on, when describing? What is figurative language? How can adjectives and adverbs be converted to similes? 	<p><u>Key Vocabulary:</u> structure, layout, presentation, language, description, character, dialogue, setting, action, brackets, colon, prediction, infer, connections, clue, reason.</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> What is a prediction? What techniques do we use to predict? How do our connections and prior knowledge help us predict? <p>How can we use text evidence to justify our predictions?</p>	<ul style="list-style-type: none"> <u>Key Vocabulary:</u> vocabulary, definition, inference, clues, connections, existing knowledge, deduce <u>Key Questions:</u> How do we deduce the meaning of words from a text? How does our existing knowledge play a part in this activity? What different ways might a vocabulary question be asked? 	<ul style="list-style-type: none"> <u>Key Vocabulary:</u> vocabulary, definition, inference, clues, connections, existing knowledge, deduce <u>Key Questions:</u> How do we deduce the meaning of words from a text? How does our existing knowledge play a part in this activity? What different ways might a vocabulary question be asked?
<p><u>Starter:</u> Remind ourselves of the story we have been studying. Children discuss with their partner and then, feedback their ideas to the class.</p> <p><u>Watch me:</u> Model how to read the beginning of a story. Use the starter activity as a prompt to invite children to bring out their toolkits for this genre. What things have we learned over these past few weeks would they like to add to their toolkit? Teacher to remind children of the plot, language and structure features of the genre.</p> <p><u>Help me:</u> Help me find the middle of the story from the planning. Focus on this part of the story today. How do we know this is the middle part of the story? Using one of the children's boxing up plan from Thursday's lesson, model annotating it with linking language (conjunctions and adverbials)</p> <p><u>Show me:</u> What features do we need for a good</p>	<p><u>Starter:</u> Remind ourselves of the story we have been studying. Children discuss with their partner and then, feedback their ideas to the class.</p> <p><u>Watch me:</u> Read over the middle part of the story from yesterday. Am I ready to move to the ending today?</p> <p><u>Help me:</u> Using one of the children's boxing up plan from Thursday's lesson, model annotating it with linking language (conjunctions and adverbials)</p> <p><u>Show me:</u> Look back at the 'setting description' you completed on Tuesday. How can we incorporate the figurative language we created into our writing?</p>	<p><u>Starter:</u> Show children the Image of Jimmy and the Pharaoh (including the speech bubble). Recap on last week's learning- What is happening in the picture?</p> <p><u>Watch me:</u> Explain to children that today, we will be using our skill of prediction. Recap what 'prediction' is and how we use our 'connections' to predict.</p> <p><u>Help me:</u> Using our class anchor chart, what techniques do we use when making predictions?</p> <p><u>Show me:</u> Together, look at the image from the starter activity again. KQ: What could happen next? Children to feedback their ideas to the class.</p>	<p><u>Starter:</u> Children view a picture on screen with a sentence where a homophone is used. They need to match the word to the correct definition, based on the clues from the sentence and the picture. They need to be able to justify their opinion and feed this back to the class.</p> <p><u>Watch me/ help me/ show me:</u> The teacher will model different types of vocab questions and explore shades of meaning, using words and images from the class text.</p>	<p><u>Starter:</u> Children view a range of grammar quiz-type questions and discuss as a class what the answers could be.</p> <p><u>Watch me/ help me/ show me:</u> The teacher will model different types of vocab questions and explore shades of meaning, using words and images from the class text.</p>

Weekly Overview Year Group: 3 Week beginning: 7th October 2024.




Every Monday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on Monday and will be expected to be completed by the Friday of that week.

Aspire, Perform, Succeed

piece of writing?				
Main task: Children complete the middle part of their story.	Main task: Children complete the end of their story.	Main task: Children will answer a range of reading based questions.	Main task: Children will answer a range of SPAG based questions.	Main task: Children will answer a range of SPAG based questions.

This week's reading focus: Reading Strategy 6- Fix-up strategies

Monday	Tuesday	Wednesday	Thursday
To define vocabulary using context clues within a text	To explore idioms	To use structure and organisation to clarify meaning	To reconstruct information in a concept map
<p>Starter: On screen, show children a bank of homophones and near homophones. KQ: What are these words? How might their use within a text confuse the reader? Watch me/ help me/ show me: Explain that the words we explored in the starter are homophones (words that sound the same but mean different things). Words with more than one meaning can affect the reader's ability to understand. Together, read the sentences and use the context clues to identify the correct meaning for each word. Main task: Children read the text and use it to infer the meaning of each homophone in context.</p>	<p>Starter: Play catchphrase Watch me: Explain to the children that the game we just played involved figurative language (words and phrases not meant literally), specifically idioms. When authors use words and phrases with non-literal meaning, it can cause the reader to not understand. Help me/ show me: Read the text together and use context clues to infer the meaning of the idioms. Main task: Children complete the Idioms matching activity</p>	<p>Watch me: Explain that longer texts, specifically those that use technical vocabulary could cause a 'break-down' in comprehension. Explain that in order to help the reader understand, authors organise their writing in a way to help the reader. Help me: Sort the organisational features into fiction/ non-fiction on the Venn diagram. (Some may overlap) Show me: Use what we have learned to explore a text together and note features such as text boxes and subheadings. Main task: Children complete the non-fiction comprehension with focus on using text boxes/ subheadings to answer questions.</p>	<p>Starter: Play a game where children are shown a picture on the screen and must memorise as many objects as possible. Cover the picture over and then ask children to jot down the names of the objects on their whiteboards. Watch me: Explain that the reason no one person was able to recall all of the information is that we each make connections to different things. Explain that this also happens when we read a long text where there are many events and pieces of information. Show children that by using strategy 4 and jotting down the main points on a concept chart as we are reading; we are able to keep track of information and make us more effective in summarising what we have read. Help me/ show me: Split the class in two (one makes notes on a concept chart and the other does not). Have children watch a clip about life in the Iron Age. When completed, ask them to recap the main points. Demonstrate that the group that used the concept chart were more successful. Main task: Read the nonfiction text. Children use the concept chart to record their notes from the relevant sections to aid understanding and recall of what they have read.</p>

Handwriting	Spelling and dictation	Word of the day
<p>To form and join the letters: r, i</p> <p>Introduction: Children will do the 'ready to write' exercises to warm-up and stretch the muscles they will use for writing. Watch me: practise forming repeated patterns that develop the hand motion needed for this formation.</p> <p style="text-align: center;"></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). 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: ri, ru, ry</p>	<p>To explore words with the /k/ 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: scheme, chorus, chemist, echo, character, ache, anchor, monarch, stomach, mechanic</p>	<p>Monday: Agriculture Tuesday: Forge Wednesday: Evolve Thursday: Excavation Friday: Artefact</p> <p>Children explore the meaning of the words, use them in sentences and complete a 'word wizard' activity for their favourite one. *Across the half term, each child presents their favourite 'word of the day' to the class through games such as hangman.</p>

Weekly Overview Year Group: 3 Week beginning: 7th October 2024.



Every Monday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on Monday and will be expected to be completed by the Friday of that week.

Aspire, Perform, Succeed

Main task: Children practice this formation in the context of the following words:

trick, true, trust, try, trip, running, rule, ripe, run

Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To subtract 10s across a Hundreds.	LI: To make connections.	LI: To solve word problems.	LI: To solve word problems.	To add two numbers (No exchange)
Key vocabulary and key questions	<p>Key Vocab: Subtract, exchange, regroup, hundreds, tens, ones, place value, column method</p> <p>Key Questions: What steps do we take for subtraction? How can we show this in a different way? What mistake has been made? How can we fix it?</p>	<p>Key Vocab: Subtract, exchange, regroup, hundreds, tens, ones, place value, column method</p> <p>Key Questions: What pattern can you spot? How can it help us?</p>	<p>Key Vocabulary: key words addition subtraction difference more than/ less than</p> <p>Key Questions: What are the steps for solving a word problem? What does the difference mean? What operation does 'more than' involve? What is the key information in the question?</p>	<p>Key Vocabulary: key words addition subtraction difference more than/ less than</p> <p>Key Questions: What are the steps for solving a word problem? What does the difference mean? What operation does 'more than' involve? What is the key information in the question?</p>	<p>Key Vocab: Adding, addition, equations, more than, greater than</p> <p>Key Questions: Why do the numbers need to be in the correct place value column?</p>
Introduction and learning	<p>Children will recap counting to 10s using scratch garden songs. Teacher to silently model how to solve the subtraction - emphasis on how to regroup the hundreds into 10 Tens. Children independently solve the next equation - identify and resolve misconceptions found. Children discuss the spot the mistake equation displayed - talk through misconceptions that arise.</p>	<p>Show children a range of equations that demonstrate the pattern of multiplying by a 10s. Talk about how 5+3 will help solve 500+300 Show children a similar scenario using a bar model - children use this to solve a tens + tens equation. Display another bar model and get children to create number facts based on the patterns they've learnt about.</p>	<p>Introduce the first word problem to class - explain the steps for solving these and demonstrate highlighting the key information and removing the unimportant information. Allow children to independently solve the next word problem - highlight key info as a class and discuss what the equation would be focused on. Repeat the process but discuss the term 'difference'. Repeat again but discuss the term 'more than'.</p>	<p>Introduce the first word problem to class - explain the steps for solving these and demonstrate highlighting the key information and removing the unimportant information. Allow children to independently solve the next word problem - highlight key info as a class and discuss what the equation would be focused on. Repeat the process but discuss the term 'difference'. Repeat again but discuss the term 'more than'.</p>	<p>Display an equation and then show children the different visuals to solve the equation. Provide children with the opportunity to solve the equation independently - identify and address misconceptions. Provide another equation if required. Display a missing number equation and discuss how to find the missing numbers using knowledge of place value and number bonds.</p>
Activities and application of learning	<p>T1: Children solve the missing number equations with the Tens missing. T2: Children solve the equations by bridging hundreds. T3: Children solve reasoning by bridging.</p>	<p>T1: Children use the visuals to solve the patterned equations. T2: Children create fact families using part-wholes and bar models. T3: Children explain the reasoning problem using knowledge of number patterns.</p>	<p>Children will be solving a variety of different word problems - explain how the red questions are extra challenging ones.</p>	<p>Children will be solving a variety of different word problems - explain how the red questions are extra challenging ones.</p>	<p>T1: Children use visuals to solve the equations. T2: Children to solve the column method equations. T3: Children find the missing numbers and solve the additional pyramids.</p>

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

Weekly Overview Year Group: 3 Week beginning: 7th October 2024.



Alexandra
Primary School

Aspire, Perform, Succeed

Every Monday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on Monday and will be expected to be completed by the Friday of that week.

Spanish	Reading- 20 minutes daily	Science	PE
<p><u>LI: To recognise and revise Spanish sounds</u></p> <p>Children will recap sounds from last lesson, and practice the Spanish alphabet again.</p> <p><u>Main task:</u> Children will practice their sounds. They will practice 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><u>LI: To understand how fossils are created within rock.</u></p> <p>Children will learn about the different fossils types and how these are linked to the different types of rocks they have been learning about.</p> <p>The children will be creating their own mould fossils using objects in the classroom.</p>	<p><u>To develop skipping in a rope</u></p> <p>Main Learning: Children practise holding the rope correctly, then skipping by stepping over, without jumping. They then try with a jump. This is all individual skipping.</p> <p><u>To develop batting techniques and tactics linked to where the ball is struck to</u></p> <p>Main Learning: Children get familiar with their bat (racquet in this case) by bouncing and catching the ball on their racquet. In pairs, practise bowling and batting to each other.</p>
PSHE	Art	History	R.E

Weekly Overview Year Group: 3 Week beginning: 7th October 2024.



Every Monday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on Monday and will be expected to be completed by the Friday of that week.

Aspire, Perform, Succeed

<p><u>LI: To understand that my actions affect myself and I care about other people's feelings</u></p> <p>Main Teaching: Discuss our rights - linked to charter. How do we respect these rights? Look at various scenarios and decide on the responsible and irresponsible choices made. Discuss each in turn and decide what the correct choice would have been. Plenary: Add the discussed respecting of rights to our Class Charters. Draw attention to the rewards and consequences we have in school.</p>	<p><u>LI: To demonstrate increasing control when using a range of materials, with creativity.</u></p> <p>Children use their prior learning to draw a modern, domesticated animal in the style of cave paintings, using stone-age colour themes. Children work on a collaborative class piece of prehistoric inspired art, creating hand prints onto a textured background (brown rolled paper) Children paint their prehistoric animal picture that they drew earlier in the topic, adding it to the collaborative painting.</p>	<p><u>LI: To describe aspects of an ancient civilisation (Iron age)</u></p> <p>Starter: Children recap prior learning, focussing on the innovations made by humans in each of the periods studied. Watch me: Teacher to introduce children to the Iron Age and explain what life was like, using the slides and the historical sources Main task: Children use the iPads and topic books to complete a fact file about life in the iron age, using the following headings:</p> <ul style="list-style-type: none"> ● Dwellings ● Food ● Clothing ● Religious beliefs ● inventions 	<p><u>LI: To understand how religious festivals can create a sense of belonging</u></p> <p><u>Main task:</u></p> <p>Children will consider the point of view of others, and discuss how religious festivals can create a sense of belonging. They will then consider why Diwali is important to Hindu children.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Homework	Music	Computing
----------	-------	-----------

Weekly Overview Year Group: 3 Week beginning: 7th October 2024.



Alexandra
Primary School

Aspire, Perform, Succeed

Every Monday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on Monday and will be expected to be completed by the Friday of that week.

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.

Black History Month: See the poster on Google Classroom for more information. Select one of the Black Women on the list and research the contributions they made to Britain and then present the research as a fact-file, biography, diary entry or newspaper report.

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: Rock Stars Battle of Year 3

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.

L.I: To improvise a piece of Indian music using a drone, rag and tal

Main Learning: The children in pairs or small groups, create 3 different sounds using their drums. They give each a name Dhin na tin, then play their instruments using the following rhythm: Dhin na dhin dhin na tin na dhin dhin na.

They then improvise and create their own rhythm.

They then include a drone and the rag they created in class from previous lessons.

L.I: To discover how digital devices work

Children will learn what an input and an output is. They will then explore examples of an input and output in practice.

Grammar focussed homework: Please complete the attached grammar activities based on this week's writing lessons. Either print these pages and hand into your teacher or submit them to: year3@alexandra.hounslow.sch.uk

SEE PAGE BELOW

Every Monday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on Monday and will be expected to be completed by the Friday of that week.

Conjunctions with Main Clauses

Conjunctions are words or phrases that join two parts of a sentence.

I went to the shop **and** I bought some bread.
 first part → ↑ conjunction ← second part

For, and, nor, but, or, yet and so are conjunctions which can join together two main clauses. You can remember them as the **FANBOYS** joining words.

For **A**nd **N**or **B**ut **O**r **Y**et **S**o

'nor' is a tricky one.
It means 'but neither'.

1 Circle the conjunctions in the box below.

so	play	nor	your	but
	up	milk	or	tree
for	on	yet	and	the

2 Underline the conjunctions in the sentences below.

I want to play outside but it's raining.
 Leo is going on holiday, so he needs to pack his suitcase.
 We visited Grandad and we gave him his birthday present.
 Tomek doesn't like sausages, nor does he like mashed potato.
 Daisy can't bake cakes, yet she can bake very good biscuits.
 Mr Davies is flying to France, for it's quicker than driving.



3 Write a conjunction from the boxes to complete each sentence.



I want to play chess, Rosie wants to play too.
 The zoo was closed, we went to the museum.
 They can have ice cream they can have fruit salad.
 The fields were flooded, it had rained a lot.
 I don't like tomatoes, I do like tomato ketchup.

4 Join the sentences below together using a conjunction from the box.

or	but	and	so
----	-----	-----	----



I was late. I ran to school.

 I can't play the piano. I can play the flute.

 We could go out. We could stay in.

 Aanya can ride a bike. She can ride a horse.
