

Weekly Overview Year Group: 3 Week beginning: 9th December 2024.



Alexandra
Primary School
the Friday of that week.

Aspire, Perform, Succeed

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English- Information texts				
Monday	Tuesday	Wednesday	Thursday	Friday
LI: To write a diary entry (Hot write).	LI: To identify the features of a non-chronological report.	LI: To write an introduction for a non-chronological report.	LI: To plan a non-chronological paragraph.	LI: To construct a non-chronological paragraph.
<p>Key Vocabulary: diary, feelings, emotions, rhetorical questions</p> <p>Key Questions: What features does a diary need? What kind of information does a diary tell you about?</p>	<p>Key Vocabulary: title, subheading, conjunction, technical vocabulary, formal language, fact, opinion.</p> <p>Key Questions: What does chronological mean? How are chronological reports and non-chronological reports different? Have you written some chronological reports before? What is the report about? How do you know?</p>	<p>Key Vocabulary: subject, object, verb, article, determiner, preposition.</p> <p>Key Questions: How do we know what the article is about? What purpose does the first paragraph serve? Why are quotes included and not reported speech? What does non-chronological mean? What is good about this example introduction? What could the target be? What is a rhetorical question and what example can you think of?</p>	<p>Key Vocabulary: subject, object, verb, article, determiner, preposition.</p> <p>Key Questions: How do we know what the article is about? What purpose does the first paragraph serve? Why are quotes included and not reported speech? What does non-chronological mean? What does the term diet mean? What clues can you find in the text?</p>	<p>Key Vocabulary: questions, facts, opinions, summarise, synthesis, research, systematic, purpose, audience</p> <p>Key Questions:</p> <ul style="list-style-type: none"> Why must we consider purpose and audience carefully? What is good about this piece of writing? What could the target be? How can we decide what information to record, when researching, and which to discard?
<p>Start by getting the children to recap the Stone Age activities that they identified from Stone Age Boy's story. Recap the fronted adverbials and the actual activities as a class. Ask the class to remind themselves of the shared plan from the previous lesson - ask them to share with the class and record on whiteboard the activities that they had chosen to write about. Model write the very beginning of the diary entry to help children construct the introductory part of the text.</p>	<p>Discuss as a class what they believe chronological means and if they have written some in the past (writing of newspaper in Year 2). Once chronological meaning is revealed to class - ask them what they believe a non-chronological report means and discuss similarity and differences. Show children an example of a non-chronological report and ask the children to identify what the report is about and what people can learn from it. Repeat the process with a different, more detailed, report - discuss similarities and differences of the two reports. Return to the first non-chronological report and show the children how to identify the features of: title, subheading, pictures/diagrams, paragraphs and fact boxes. Repeat the process with the more detailed non-chronological report.</p>	<p>Recap with the class what non-chronological reports mean. Show children a non-chronological report and recap finding the different features of this text type on the example. Afterwards, show children a child-made introduction - ask the children to inform you about what a good introduction would contain and what the example writing's target should be. Using the given example, show the children how it contains different writing features but is missing a rhetorical question. Repeat the process with a different child-made introduction. Discuss the important features an introduction requires and then model-write an example as a class.</p>	<p>Recap with the class about what a rhetorical question is. Show children an example of a child-made non-chronological paragraph and ask them to find clues within the text to explain what the term diet means. That will be the focus of their writing for the lesson. Show children a different child-made example of writing and discuss what the paragraph is teaching us about the stone age, what is the focus information. Repeat the process with a different example text. Ask children to mind-map some ideas that they know from previous lessons about what people would eat in the Stone-age.</p>	<p>Recap the focus word from the previous lesson - diet - and discuss what that term means. Recap with the class and record some of their ideas for the information that children have about the diet of stone age people. Display a child-made paragraph about the stone age diet and ask the children what is good about the paragraph and what the target for the writing could be. Show the children how the paragraph is constructed and the important features within the example text. Repeat the process with a different example text. Discuss what is the same and what is different about both examples shown so far. Model-write an example of the paragraph about stone age food and diet - using the children's ideas and converting them into longer sentences.</p>

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Children will independently write their own diary entry based on the Stone Age activities they identified in the previous lesson - recap the main features of the diary with the class and what your focus area will be.	Children will be given a child-made non-chronological report and have to use their skills to identify the main features on this version.	Children will use the different features listed to create their own introduction for their non-chronological report about the stone age.	Children will independently write down their ideas about what the diet was like for stone age people.	Children will independently write their own stone age diet paragraph.
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This week's reading focus: Reading Strategy 5-Monitoring Comprehension

Monday	Tuesday	Wednesday	Thursday	Friday
To identify common barriers to comprehension	To recognise inconsistencies within a text	To explore how text structure contributes to comprehension	To explore how language contributes to comprehension	To identify criterion to self-monitor comprehension
Children play a guessing game that draws out the main barriers to understanding in reading e.g. vocabulary, confusion in plot etc. A class poster is created as a shared task for display - Strategy 5	A text is displayed on the IWB. which has errors in it throughout. Children have to identify these errors and inconsistencies in small teams. They explain why it is an inconsistency and what would cure it.	The children have 2 texts about the same theme in front of them. They compare and contrast to decide upon the easiest to understand and why. They work in pairs/thinking 3s to improve the structure of the weakest text structure.	Children look at various examples of language that may cause confusion in comprehension and place them under headings, chosen from a word search at the start of the lesson e.g. homophones/graphs, idioms, clarity etc.	The children devise a small flow-chart-like poster for future use regarding self-monitoring of comprehension (use knowledge from lessons this week). The flow-chart criteria is unpicked in a crossword format.

Handwriting	Spelling and dictation	Word of the day
To form and join the letters: ai	To recall and apply spelling rules (assessment)	Monday: sinew Tuesday: muscle Wednesday: nerve Thursday: joint Friday: repair
<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: 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: ai, al, ay</p> <p>Main task: Children practise this formation in the context of the following words: <i>tail, tale, play, tray, stray, sale, pail, sail, gale</i></p>	<p>Commonly mis-spelt spellings from the term:</p> <p style="text-align: center;">mystery, rhyme, measure, pleasure, fracture, decision, division, invasion, diversion, poisonous, dangerous, adventurous, generous, misbehave, disobey, disappear, impossible, reappear, immobile, improbable</p> <p>Revision methods:</p> <ul style="list-style-type: none"> • spelling scribble • word pyramids • word pictures • words within words • look, cover, write, check • number of syllables 	

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	To solve word problems.	To solve word problems.	To recap additional skills.	To recap subtraction skills.	To apply adding and subtracting skills.
Key vocabulary and key questions	<p>Key Vocab: factors, multiples, products</p> <p>Key Questions:</p> <p>What information do we have? What information do we have most of? What information do we need? How will we calculate the missing information? How will we check our solutions?</p>	<p>Key Vocab: multiply, divide, increase, decrease, ...times larger/smaller</p> <p>Key Questions:</p> <p>What information do we have? What information do we have most of? What information do we need? How will we calculate the missing information? How will we check our solutions?</p>	<p>Key Vocab: same as, equal to, multiply, divide, product, quotient, dividend, factor, divisor, equivalent</p> <p>Key Questions:</p> <p>What information do we have? What information do we have most of? What information do we need? How will we calculate the missing information? How will we check our solutions?</p>	<p>Key Vocab: correspondence, combination, options, systematic, factors, products</p> <p>Key Questions:</p> <p>What information do we have? What information do we have most of? What information do we need? How many ways can we...? How will we calculate the missing information? How will we check our solutions?</p>	<p>Key Vocab: correspondence, combination, options, systematic, factors, products</p> <p>Key Questions:</p> <p>What information do we have? What information do we have most of? What information do we need? How many ways can we...? How will we calculate the missing information? How will we check our solutions?</p>
Introduction and learning	Children are introduced to a range of word problems based on the skills of multiplying and dividing. Children will work together in pairs to identify the key features of the word problem before solving them on whiteboards.	Children are presented with word problems where the numbers are missing. The key is to discuss the language being used and how to solve them. Children then independently solve the word problem presented to them.	Children will be recapping the adding skills across the tens and hundreds. Teachers will identify and address any misconceptions that arise. As a class, discuss the reasoning problem and explain the mistake being shared.	Children will be recapping the subtraction skills across the tens and hundreds. Teachers will identify and address any misconceptions that arise. As a class, discuss the reasoning problem and explain the mistake being shared.	Children are presented with word problems where the numbers are missing. The key is to discuss the language being used and how to solve them. Children then independently solve the word problem presented to them.
Activities and application of learning	<p>T1: Children to solve simple word problems.</p> <p>T2: Children to solve more complex word problems.</p> <p>T3: Children apply knowledge of multiples to solve more complex equations.</p>	Children solve a range of word problems based on division and multiplication.	<p>T1: Children to solve equations that do not cross place value columns to build confidence.</p> <p>T2: Children solve equations that do cross place value columns.</p> <p>T3: Children use knowledge of adding to find the missing numbers in the partially completed equations.</p>	<p>T1: Children to solve equations that do not cross place value columns to build confidence.</p> <p>T2: Children solve equations that do cross place value columns.</p> <p>T3: Children use knowledge of subtraction to find the missing numbers in the partially completed equations.</p>	Children will solve a range of word problems based on recapped skills.

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

Spanish	Reading- 20 minutes daily	Topic- Geography	PE
<p>LI: to practice our knowledge in conversation</p> <p>Children will revise the knowledge and vocabulary we have covered this term. They will practice their Spanish by asking and answering questions with their classmates.</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>To identify the human and physical features of Greater London.</u></p> <p>The children will be recapping the core information of human and physical features and will be able to discuss the differences between these words.</p> <p>Children will then look at a range of examples of human and physical features of Greater London. Using a map of London, children will need to identify the missing Boroughs of London and then use a topographical map to identify the higher ground and the rivers.</p>	<p>Tag Rugby (Invasion games)</p> <p>LI: To develop defending skills and use them in a game situation.</p> <p>Main Learning:</p> <p>1. Children play a mini-game of 1v1, one child starts at the cone, their aim is to reach the second cone before their partner tags them.</p> <p><u>LI: To develop dribbling a ball with hands.</u></p> <p>Main Learning:</p> <p>1. Exploring dribbling: Children have a ball each and find a space. They need to find a space and practise dribbling their ball with their hand. Dribbling with one hand, on the spot, with their eyes closed, whilst hopping, moving sideways.</p>
DT (CAD)	Science	DT	R.E
<p><u>LI: To draw and manipulate 2D shapes, using computer-aided design (CAD), to produce a point of scale badge.</u></p> <p><i>What persuades you to buy something when you are in a shop?</i></p> <p>Children will have images from shops that catch our idea i.e. sales, buy one get one free.</p> <p><i>What is a point-of-sale display?</i></p> <p>Children will learn that it is a mixture of images and persuasive language encouraging you to buy. Children will refer back to their design criteria from lesson 1 and think about what features their POS will need to have. Children will use the Sketchpad APP on the iPad to design their point of scale.</p>	<p><u>LI: To evaluate our understanding and knowledge.</u></p> <p>Children will recap their knowledge and understanding from our unit. They shall then evaluate their own progress and understanding through a quiz and completing their KWL.</p> <p><u>Key questions:</u></p> <p>What topic have we been learning about this term? What is a skeleton? What are muscles? What is the job of our bicep and tricep?</p> <p><u>Key words:</u></p> <p>Skelton, muscles, contract, relax, our body, brain.</p>	<p><u>LI: To evaluate our product.</u></p> <p>Children will complete an evaluation of each element of their product, from the design to the coding, using set questions.</p> <p><u>Key questions:</u></p> <p>What are you proud of? How did your product meet the design criteria? If you had the chance to repeat the process, what would you do differently? Why?</p> <p><u>Key words:</u></p> <p>Produce, design, assemble, microbit, pouch, coding.</p>	<p><u>LI: To express and justify opinions about moral guidance.</u></p> <p>Children will be recapping what they have learnt about different worldviews and their views on moral choices.</p> <p>They will have an opportunity to discuss and order some moral choices of their own before being shown how to create an origami booklet.</p> <p>They will then use this booklet to make their own personal moral code to follow.</p>



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Homework	Computing	Music
<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 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>Challenge: Create a diary entry piece of writing for something fun and exciting that you have done during the school week or the weekend.</p>	<p><u>LI: to evaluate the impact of adding other media to an animation</u></p> <p>Children will continue to work on their animations, discussing how the use of different types of media within an animation can enhance a story. They will then present their completed animations to the class.</p>	<p>Ukulele with Hounslow Music Service</p> <p><u>LI: To recognise and apply the notes G7 and G6.</u></p> <p>Children will have the opportunity to identify the different notes on the ukulele and apply the notes G7 and G6 in short sequences.</p>