

## Weekly Overview Year Group: 3 Week beginning: 11<sup>th</sup> November 2024.



Aspire, Perform, Succeed

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English:	Instructions: How to wash a Woolly Mammoth			
Monday	Tuesday	Wednesday	Thursday	Friday
LI: To use a range of imperative verbs	LI: To identify and use prepositions	To identify the features of a text	To evaluate how language, structure and presentation contribute to meaning	To sequence events in a logical order (shared plan)
<p><b>Key Vocabulary:</b> imperative verbs, command,</p> <p><b>Key Questions:</b> -Where might you find imperative verbs? - Why is the verb we choose important in an instruction text? -What did you find tricky when trying to give instructions to your partner?</p>	<p><b>Key Vocabulary:</b> preposition, noun, adverbial, position, time, place</p> <p><b>Key Questions:</b> -What is the purpose of a preposition? -Where does a preposition go in a sentence? -Can a preposition be a phrase or is it just a word?</p>	<p><b>Key Vocabulary:</b> structure, language, context clues, subject specific/ historical vocabulary</p> <p><b>Key Questions:</b> -What makes good instructions? -How should instructions 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><b>Key Vocabulary:</b> structural features, language features, characteristics</p> <p><b>Key Questions:</b> -What are the key features of instructional texts? - Do instructions need to include full sentences? -Instructional authors use 'expert' vocabulary, but what happens if the reader doesn't know what the word means? - How do the images help the reader follow the instructions?</p>	<p><b>Key Vocabulary:</b> introduction, process, logic, chronological, adverbs, conjunctions, terminology</p> <p><b>Key Questions:</b> -How can we demonstrate each step in a process clearly? -Which devices are most effective at demonstrating logical order? -What language can be used to show the relationship between the events in a process?</p>
<p><b>Starter:</b> Look at the model text on screen. <i>KQ-What word class are the highlighted words?</i></p> <p><b>Watch me:</b> Remind children of their prior learning, where they have identified and used verbs. Explain that today, we are going to focus on 'imperative verbs', which are mostly found in commands.</p> <p><b>Mini task:</b> Match the type of sentence to the definition and example. Explore different texts where imperative verbs are used to meet the purpose.</p> <p><b>Help me:</b> Insert the correct imperative verb to complete the sentence.</p> <p><b>Show me:</b> Using the picture, write an appropriate command using an imperative verb.</p>	<p><b>Starter:</b> What is the function of the highlighted word in the text?</p> <p><b>Watch me:</b> Explain that the highlighted words are all prepositions.</p> <p><b>Help me:</b> Complete the sentence using the correct preposition.</p> <p><b>Show me:</b> Pick up your pencil and place it in the specified location- the teacher will give instructions, using prepositions.</p>	<p><b>Starter:</b> Odd one out- Which of the features would not be found in instructional writing?</p> <p><b>Watch me/ help me/ show me:</b> -What makes good instructions? -How does structure and language impact how good instructions are? -Teacher to model identifying the features of instructions with a model text: <i>How to make a good potion.</i></p>	<p><b>Starter:</b> On screen, display features of instructions. Children rank them in order of importance (as per their opinion) and then feed back to the class, justifying their ideas.</p> <p><b>Watch me:</b> Explain that in order for a text to meet its purpose, the author must consider the needs of the reader.</p> <p><b>Mini task:</b> Generate a list of barriers to comprehension that a reader of instructions might have e.g:</p> <ul style="list-style-type: none"> <li>• language needs</li> <li>• context knowledge</li> <li>• relevant experience</li> </ul> <p><b>Help me:</b> Identify structure or language features that would help overcome the reader's barrier to comprehension (as identified in the mini task) e.g:</p> <ul style="list-style-type: none"> <li>• language needs: glossary, pictures</li> <li>• context knowledge: step-by-step pictures with arrows</li> </ul>	<p><b>Starter:</b> Look at the pictorial representations of the various non-fiction text types. Match the representation of the structure to the text type it belongs to.</p> <p><b>Watch me:</b> Use the 'text map lesson' from last week, to identify the text structure and create a graphic organiser to use when planning our new instructional text: <i>How to make 'Stone Age Shoes'.</i></p> <p><b>Help me:</b> identify the list of equipment/ tools needed.</p> <p><b>Show me:</b> write an introduction sentence/ paragraph to engage the reader.</p>

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			<ul style="list-style-type: none"> <li>relevant experience: link to video tutorials, picture of how the final product should look.</li> </ul> <p><b>Show me:</b> Which of the two sets of instructions are more likely to meet their purpose due to the author's choice of structure/ language features?</p>	
<p><b>Main task:</b> Children complete their allocated task in their APS books.</p> <p><b>Challenge:</b> generate a bank of imperative verbs to be added to the working wall.</p>	<p><b>Main task:</b> Use images from 'How to wash a Woolly Mammoth' to write a set of instructions that contain a 'washing/cleaning' imperative verb and a preposition.</p> <p><i>Eg: Scrub carefully behind the mammoth's ears.</i></p> <p><b>Challenge:</b> On cards, record all prepositions generated and add to the working wall.</p>	<p><b>Main task:</b> Children re-read the model text version of 'How to wash a woolly mammoth', then, annotate the features grid to mark the features they find in the text, and record examples of each.</p> <p><b>Challenge:</b> Which features from the list did they not find? What do they think that might be?</p>	<p><b>Main task:</b> Answer the questions about 'How to wash a woolly Mammoth', focusing on the author's use of language, structure and stylistic features</p> <p><b>Challenge:</b> Of the Instructional texts read so far, which was best and why? How did the organisation and vocabulary impact on which text you preferred?</p>	<p><b>Main task:</b> Complete the flowchart of each step of instructions for: <i>How to make 'Stone Age Shoes'</i>.</p> <ol style="list-style-type: none"> <li>identify the main points in each stage of the method and plot the remainder onto the flowchart template provided.</li> <li>On the arrows between each stage of the process, record any causal conjunctions and adverbs of time that are used.</li> </ol> <p><b>Challenge:</b> Underline any technical vocabulary that you have used and create a glossary for the reader.</p>

### This week's reading focus: **Reading Strategy 1- Making Connections**

<u>Monday</u> <u>To generate initial associations</u>	<u>Tuesday</u> <u>To activate prior knowledge about text</u>	<u>Wednesday</u> <u>To identify the purpose of a text</u>	<u>Thursday</u> <u>To draw comparisons between texts with a similar theme</u>	<u>Friday</u> <u>To appraise/ review a text</u>
Observe how we can use connections to form initial impressions	Children will consider how they can connect to the text using their prior knowledge	Children will consider how they can connect to the text using their knowledge of the world around them	Children will consider how they can connect to the text using their knowledge of other texts.	Use our skills in context



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Handwriting	Spelling and dictation	Word of the day
<p>To form and join the letters: <b>ow</b></p>	<p>To explore words ending with /ze/ sound spelt '-sure'</p>	<p>Monday: <b>manner</b> Tuesday: <b>equipment</b> Wednesday: <b>order</b> Thursday: <b>action</b> Friday: <b>effect</b></p>
<p><b>Introduction:</b> Children will do the 'ready to write' exercises to warm-up and stretch the muscles they will use for writing.</p> <p><b>Watch me:</b> 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><b>Help me/ Show me:</b> We will then learn how to form groups of letters, requiring this join, The teacher will model this, and children will trace/ copy: <b>ow, ov, ox</b></p> <p><b>Main task:</b> Children practise this formation in the context of the following words: <b>brown, oval, oxen, crown, too, now, over, how, owl, scowl</b></p>	<ol style="list-style-type: none"> <li>Children write this week's spelling words into their pupil planner</li> <li>Find out what the words mean and use the knowledge to complete the activity.</li> </ol> <p><b>measure, furniture, treasure, picture, pleasure, adventure, capture, creature, fracture, future</b></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>*Across the half term, each child presents their favourite 'word of the day' to the class through games such as hangman.</p>

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**Alexandra**  
Primary School

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	L.I: To solve problems involving formal written subtraction and addition	L.I: To solve missing number problems (subtraction)	L.I: To solve missing number problems (addition)	To add and subtract 2 digit numbers to 100, mentally.	To solve problems involving bonds to 100
<b>Key vocabulary and key questions</b>	<p><b>Key Vocab:</b> addend, sum, addition, minuend, subtrahend, bonds, total, equal, hundred, ten, place value, ones, exchange</p> <p><b>Key Questions:</b> What information do we have? What information do we require? How can we find the missing information? Which method will we use to calculate it? How will we check our answers and work out?</p>	<p><b>Key Vocab:</b> Subtrahend, minuend, number families, inverse, If I know facts,</p> <p><b>Key Questions:</b> What information do we have? What information do we require? How can we find the missing information? If I know <math>3 - 2 = 1</math> then...</p>	<p><b>Key Vocab:</b> Addend, sum, number families, inverse, If I know facts,</p> <p><b>Key Questions:</b> What information do we have? What information do we require? How can we find the missing information? If I know <math>3 + 2 = 5</math> then...</p>	<p><b>Key Vocab:</b> Add, subtract, mental, complements, 100, ones, tens</p> <p><b>Key Questions:</b> How do we partition this 2-digit number? What do we add the ones to? Why? Why do we add the tens to 90?</p>	<p><b>Key Vocab:</b> Add, subtract, mental, complements, 100, ones, tens</p> <p><b>Key Questions:</b> What information do we have? What information do we require? How can we find the missing information? Which method will we use to calculate it? How will we check our answer and working out?</p>
<b>Introduction and learning</b>	<p><b>Starter:</b> Odd one out (illustration/method). <b>Ping Pong 1:</b> Look at a number free problem to highlight the information we have and need. Illustrate the problem too (multi step). <b>Ping Pong 2:</b> Repeat but with numbers now involved. (multi -step) <b>Ping Pong 3:</b> Solve worded problems and check the solution.</p>	<p><b>Starter:</b> Spot the correct answer (addition and subtraction column) <b>Ping Pong 1:</b> missing number problem without exchange <b>Ping Pong 2:</b> missing number problem with exchange <b>Ping Pong 3:</b> reasoning with missing digits</p>	<p><b>Starter:</b> Missing numbers in number families e.g. <math>2 + 5 = ?</math> so... <b>Ping Pong 1:</b> missing number problem without exchange <b>Ping Pong 2:</b> missing number problem with exchange <b>Ping Pong 3:</b> reasoning with missing digits</p>	<p><b>Starter:</b> Recap learning on bonds to 10 and 100 (multiples of 10) <b>Ping Pong 1:</b> Use concrete resources to demonstrate bonds to 100 and lead into pictorial <b>Ping Pong 2:</b> abstract (number) bonds to 100 (Add tens to 90 and Ones to 10) <b>Ping Pong 3:</b> Problem solving and reasoning</p>	<p><b>Starter:</b> Bingo bonds to 100 (2 two-digit numbers) <b>Ping Pong 1:</b> What information do we have? <b>Ping Pong 2:</b> What information do we need? <b>Ping Pong 3:</b> Solve our problem using our existing knowledge of bonds to 100.</p>
<b>Activities and application of learning</b>	<p><b>Main Task:</b> Children have a range of worded subtraction and addition problems to solve. <b>See Calculation policy.</b> <b>Challenge:</b> nrich problem to solve <b>Support:</b> Use of Base 10, numicon, illustrations etc. <b>Plenary:</b> What went wrong?</p>	<p><b>Main Task:</b> Solve missing number subtraction problems <b>Challenge:</b> reasoning problems <b>Support:</b> numicon, 100 square, use of pictorial methods <b>Plenary:</b> mark as a class and discuss misconceptions</p>	<p><b>Main Task:</b> Solve missing number addition problems <b>Challenge:</b> nrich problem to solve <b>Support:</b> numicon, 100 square, use of pictorial methods <b>Plenary:</b> Teach the teacher</p>	<p><b>Main Task:</b> mental bonds to 100 game <b>Challenge:</b> Problems and reasoning questions <b>Support:</b> base 10, 100 square, use of pictorial methods <b>Plenary:</b> Beat the teacher</p>	<p><b>Main Task:</b> large group problem to solve using bonds to 100. <b>Challenge:</b> nrich problem <b>Support:</b> base 10, 100 square, use of pictorial methods <b>Plenary:</b> timed race with bonds to 100 on sheet (differentiated)</p>

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

Spanish	Reading- 20 minutes daily	Science	PE
<p><b><u>LI: to recall and use greetings in Spanish</u></b></p> <p>Children will learn simple greetings in Spanish, and practice using them with their peers.</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><b><u>Challenge:</u></b> Write a piece of 'fan fiction'. Think about what happens after the story ends. Write the next chapter.</p>	<p><b><u>LI: to understand, record and present data</u></b></p> <p>Children will learn about a client, and examine data recorded about their eating habits. They will look at recommended serving sizes and amounts for sugar, fruit and vegetables, and present data about the client's current eating habits through a bar chart.</p>	<p>Tag Rugby (Invasion games)</p> <p><b><u>LI: To develop an understand of tagging rules</u></b></p> <ol style="list-style-type: none"> <li>1.Children chase and tag a partner, in a straight line before they score a try with the ball.</li> <li>2.The game is repeated as above, however, this time the tagger is in front and the player with the ball must dodge them to score.</li> <li>3.Children play a mini-game of 3v2, involving dodging, passing, receiving and tagging.</li> </ol> <p><b><u>LI: To develop confidence and accuracy when tracking a ball</u></b></p> <ol style="list-style-type: none"> <li>1.Children work in pairs to track and retrieve/catch a dropped tennis ball.</li> <li>2.The game is repeated as above, however, this time the 'dropper' attempt: 2 bounce, 1 bounce and no bounce,</li> <li>3.Children try the activity when 2 balls are dropped. They score points for each caught ball and compare to another pair.</li> </ol>
PSHE	Topic- Geography	DT	R.E
<p><b><u>LI: To understand that differences and conflict happen among families</u></b></p> <p>Children complete role play and then discuss solutions to given scenarios regarding conflict between friends and families.</p>	<p><b><u>LI: To identify the countries, capitals and flags of the United Kingdom</u></b></p> <p>Using the map of the British Isles, introduce the four countries of the UK. Why is the UK called the 'United' Kingdom? (It is a union of four countries, which share the same monarch). Point out that the UK is not the same as 'Great Britain' which is made up of 'England, Wales and Scotland'.</p> <p>Explain that the 'Republic of Ireland' (or Eire) is not part of the UK or Great Britain (explain that a Republic is a country that does not have a monarchy).</p>	<p><b><u>LI: To identify a design criterion and a target audience.</u></b></p> <p><b><u>LI: To understand the impact of the digital revolution in the world (DT) product design</u></b></p> <p>Children will explore how technology has changed due to the digital age. To help them compare, they will compare and contrast:</p> <ol style="list-style-type: none"> <li>1. an analogue and digital clock</li> <li>2. a rotary dial phone from 1970 and a phone from today which includes digital features e.g. call display, internal phone-book, independent</li> </ol>	<p><b><u>LI: To evaluate the importance of religious guidance.</u></b></p> <p>Children will be learning about where morals and the idea of right and wrong comes from within the Christian and Jewish worldviews. They will learn about the story of original sin and will learn about the 10 commandments and the story of Moses.</p>

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	<p>Collectively, the Island of Ireland (NI &amp; ROI) and Great Britain are referred to as The British Isles (a historical term that is still used)</p>	<p>selection of notification sound. They will discuss the changes they can see. Children will watch a short video outlining how they are used today. They will identify what they like and dislike about them. <b>Main task:</b> Using the information explored in today's lesson, children will create their design criteria.</p>	
<b>Homework</b>	<b>Computing</b>	<b>Music</b>	
<p><b>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.</b></p> <p><b>Reading.</b> Read for at least 20 minutes every day. Record what you have read in your Pupil Planner reading log.</p> <p><b>Doodle.</b> Complete Maths, Times-Tables, English and Spelling activities so that you stay in the Green zone.</p> <p><b>Times Tables Rockstars: Rock Stars Battle of Year 3</b> 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><b><u>LI: To explain that animation is a sequence of drawings or photographs</u></b></p> <p>Children will learn what animation is, some of the steps involved in creating it.</p>	<p><b><u>LI: To play and perform in an ensemble context</u></b></p> <p>Children are introduced to and focus on playing the ukulele with increasing accuracy, fluency and control.</p>	



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## Writing Homework Focus:

### Sentence challenge

Try to make these sentences even more interesting.

1. The diver went through the water.
2. She saw a figure in front of her.
3. It began to move.

