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English:		English-Narrative Poetry (Melvin the Mummy)		
Monday	Tuesday	Wednesday	Thursday	Friday
LI: To identify the structure of a narrative poem	LI: To explore rhyme and its impact on the reader (shared plan)	LI: To explore and use stylistic features (shared write)	LI: To discuss and record ideas (Hot Write Plan)	LI: To compose a text using appropriate style and structure (Hot write)
<p>Key Vocabulary: structure, lines, verse, syllables, poetic devices, stylistic features, innovate</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What does the structure of the model poem look like? What poetic devices does the poet use? Is there a rhyme scheme? If so, what is it? What is the rhythm of the poem? How many syllables are there in each line? What language and structural features should we 'magpie' for our new poem? 	<p>Key Vocabulary: rhyme, phonics, homophone, rhyme scheme</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What types of poems use rhyme? Would it be appropriate for rhyme to be used for all topics e.g. war poetry? What is the rhyming scheme in our model text? What is the difficulty in trying to make poems rhyme? 	<p>Key Vocabulary: subject, object, verb, active, passive, punctuation, dialect, tense.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What are the components of a simple sentence? In maths, $3 \times 2 = 6$ and $2 \times 3 = 6$, in English, can we do something similar with sentences? What is the impact on a sentence, if the word order is changed? How do we make sure that sentences still make sense, when we change the word order? 	<p>Key Vocabulary: syllables, lines, purpose, rhyme, rhythm, pattern, theme, topic, style</p> <p>Key Questions:</p> <ul style="list-style-type: none"> How are narrative poems structured? What is the rhyme scheme of a narrative poem (based on our model text)? Using what we know, from the poems we have read, what sort of a template should we use to draft our own narrative poem? Why might we need to edit and change the word order of certain lines? 	<p>Key Vocabulary: syllables, lines, purpose, rhyme, rhythm, pattern, theme, topic, style</p> <p>Key Questions:</p> <ul style="list-style-type: none"> How are narrative poems structured? What is the rhyme scheme of a narrative poem (based on our model text)? Using what we know, from the poems we have read, what sort of a template should we use to draft our own narrative poem? Why might we need to edit and change the word order of certain lines?
<p>Starter: True or false? Children read the statements about narrative poetry on the screen and discuss with their partner, to what degree they are true</p> <p>Watch me: Explain to the children that this week, we will be planning and composing our own narrative poems, using the structure of 'Melvin the Mummy' to organise our writing. To do this we will need to create a poetry toolkit, so that we emulate the structure and features of the model text.</p> <p>Help me: Remind children that the purpose of a narrative poem is to tell a story.</p> <p>KQ: What is the structure of a story? Reveal story mountain to help activate children's prior knowledge and prompt discussion.</p> <p>Help me: Using 'Melvin the Mummy' identify and label the Title and how the verses correspond with the main parts of a story (beginning, build-up, problem, resolution and ending).</p> <p>Show me: Together, explore these other aspects of structure.</p> <p>How many lines are in each verse? Is there a syllabic pattern? Which lines rhyme with each other?</p>	<p>Starter Children read the words on the board and match the rhyming pairs words and phrases)</p> <p>Watch me: Model how in 'Melvin the Mummy' has the rhyming scheme; AABB</p> <p>Help me: Create a bank of 5 rhyming words/ phrases for the word shown on-screen.</p> <p>Show me: Insert an appropriate rhyming word to the blank spaces, to complete the narrative poem on screen.</p>	<p>Starter On screen, show the children various versions of the same sentence. <i>What do you notice?</i></p> <p>Watch me/ Looking at the poem written about the 3 little pigs, point out that the way some of the sentences have been structured are not 'everyday' speech patterns.</p> <p>KQ: Why did the poet make the choice to use this particular sentence structure? (it is easier to make rhyme happen, when sentences can be structured in different ways and when words can be substituted with synonyms.</p> <p>Help me/ show me: Show me how the following stylistic features could be included: alliteration adjectives</p>	<p>Starter: Show children a picture of a pharaoh on screen What is his name? could it follow the style of 'Melvin the Mummy' to be alliterative to Pharaoh?</p> <p>Watch me: Explain to the children that today they will be planning their own narrative poem, based on the pharaoh that we have just met in the 'starter' activity. The title of the poem will be the name they have given the character e.g. Philip the Pharaoh/ Phoebe the Pharaoh.</p> <p>KQ: What prior learning have we developed in this unit that we will need to use in this task?</p> <p>Help me Look at the storyboard about the pharaoh- what is happening? What are the main parts of the story? (remind children that the purpose of this text type is to tell a story).</p> <p>Show me: Label the objects in the storyboard. What words can we generate to rhyme with these labels?</p>	<p>Starter Odd one out: read the features on the board. <i>Which feature does not belong in this type of poetry?</i></p> <p>Watch me: Model to the class, how to write a verse of a narrative poem, using a plan from yesterday's lesson.</p> <p>KQ: What do we know about Egypt/ Pharaohs?</p> <p>Help me: Write the next verse- how can we use syllables and knowledge of rhyme to ensure we meet our purpose?</p> <p>Show me: Children show an appropriate end word for line 4 on their whiteboard.</p>

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<p>Main task 1: Children annotate the model text 'Melvin the Mummy', with the structural features we have identified</p> <p>Main task 2: KQ: Using what we know, from the poems we have read, what sort of a template should we use to plan a narrative poem? With the class teacher, children create an appropriate writing frame to plan our own narrative poems this week.</p>	<p>Main task 1: Children create their own bank of rhyming words for the Egyptian words in the grid- Explain that this will be used by them this week when we write our class shared poem and our own, independent poem.</p> <p>Main task 2: Using the sequence of pictures on screen, the rhyming bank composed in this lesson and yesterday's poetry frame. Discuss ideas to plan our class shared poem to be written tomorrow.</p>	<p>Main task: Children and the teacher work together to use the rhyme bank and frames from yesterday's lesson to compose a shared poem about the sequence of pictures we explored in yesterday's lesson, when we planned our poem.</p>	<p>Main task: Using the ideas discussed in the lesson, the rhyme banks, storyboard and the writing frame produced earlier in the week, children plan their own narrative poem.</p>	<p>Main task: Using their plans and all of the information compiled this week, children will write their own narrative poem. Using the checklist of features on the board, children make sure that they include as many as appropriate.</p> <p>Extension: Children recite their poem to their partner, ensuring that the rhythm is accurate and that their lines make sense (are linked to the given theme). Use a purple pen to edit as necessary.</p>
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This week's reading focus: Reading strategy 1- Making Connections

Monday To activate prior knowledge about text	Tuesday To appraise/ review a text	Wednesday To compare and evaluate texts	Thursday To identify the purpose of a text	Friday To identify the context of a text (social, moral, cultural and historical)
<p>Input: Using the skills developed in today's English lesson, <i>recap the 3 types of connections that good readers make to a text, to activate prior knowledge</i> and introduce this week's reading strategy.</p> <p>Main task: Children will then make connections to the cover of 'Secrets of Tutankhamun', drawing on their contextual knowledge of Egypt, linked to the images. Children will then record their ideas around images of the book cover.</p>	<p>Input: Children read the text 'Isis and Osiris', and identify the genre. <i>Using their knowledge from their topic lessons, English lessons and the work they have done already</i> on 'making connections' children identify the purpose and genre of the text.</p> <p>Main task: In pairs, children write a review of the text, using their connections and the sentence stems to scaffold their opinions.</p>	<p>Input: Read children 'The Serporad' and establish the genre. Using their 'text to text' connections, identify any other texts they have read that are of a similar subject/ genre.</p> <p>Point out that both today's text and the text studied yesterday are narrative texts about mythical/ celestial Ancient Egyptian creatures.</p> <p>KQ: How are they similar/ different?</p> <p>Main task: Children read 'The Serporard' and 'Isis and Osiris' again. They compare and evaluate the texts by using the 'features' checklist and then rate each text out of 5.</p>	<p>Input: First, get children to match the text types to their purpose to <i>activate prior learning</i>. Together, read the text 'How to mummify', and discuss the purpose.</p> <p><i>*Link to the previous text term on instructional writing, making text-to-text and text-to-self connections.</i></p> <p>KQ: What other connections can we make? We might not have partaken in mummifying someone ourselves but we may have contextual knowledge from tv shows or museum visits.</p> <p>Main task: Re-read the text and identify how the language and organisational features help the author meet the purpose of the text (to instruct).</p>	<p>Input: KQ: What was life like in Ancient Egypt? How do we know? KQ: If a future historian was looking at our lifetime, what aspects of our day-to-day lives would help them find an answer to their questions? Establish that these are social, moral and cultural, and that these same aspects can help us connect to texts from the past, applying our text-to-self connections:</p> <ul style="list-style-type: none"> ● food ● clothes ● housing ● jobs ● belief/ values systems ● technology ● societal structure <p>Main task: Read through the extract from 'Secrets of a Sun King' and use the key to identify and text-mark context information.</p>

Handwriting	Spelling and dictation	Vocabulary										
<p>LI: To form and join the letters: R, E</p> <p>Watch me: practise forming repeated patterns that develop the hand motion needed for this formation.</p> <div style="text-align: center; font-size: 2em; color: #00aaff; font-family: cursive;">re re re</div> <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: <i>re, oe, fe</i></p> <p>Main task: Children practise this formation in the context of the following words: <i>ready, are, toe, stream, care, bare, fear, dream, Zoe</i></p>	<p>LI: To explore words where the /u/ sound is spelled 'ou'</p> <p><i>young, touch, double, trouble, country, county, couple, cousin, enough, encourage</i></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 sheet:</p>	<p>Word aware:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">M</td> <td style="text-align: center;">sarcophagus</td> </tr> <tr> <td style="text-align: center;">T</td> <td style="text-align: center;">scarab</td> </tr> <tr> <td style="text-align: center;">W</td> <td style="text-align: center;">temple</td> </tr> <tr> <td style="text-align: center;">Th</td> <td style="text-align: center;">tomb</td> </tr> <tr> <td style="text-align: center;">F</td> <td style="text-align: center;">Nile</td> </tr> </table>	M	sarcophagus	T	scarab	W	temple	Th	tomb	F	Nile
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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	To multiply a 2-digit number by a 1-digit number.	To divide a 2-digit number by a 1-digit number.	To divide a 2-digit number by a 1-digit number.	To divide with remainders (whiteboard fluency lesson).	To divide with remainders.
Key vocabulary and key questions	<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: divide, share, groups of, partition</p> <p>Key Questions: Why do the groups need to be equal? How could we partition this number to make the division simpler?</p>	<p>Key Vocabulary: divide, share, groups of, partition</p> <p>Key Questions: Why do the groups need to be equal? How could we partition this number to make the division simpler?</p>	<p>Key Vocabulary: divide, share, groups of, partition</p> <p>Key Questions: Why do the groups need to be equal? How could we partition this number to make the division simpler? What happens if we have some leftover numbers?</p>	<p>Key Vocabulary: divide, share, groups of, partition</p> <p>Key Questions: Why do the groups need to be equal? How could we partition this number to make the division simpler? What happens if we have some leftover numbers?</p>
Introduction and learning	<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>Show children a visual and discuss how this can help us make a division equation simpler by partitioning the given number into Tens and Ones. Display a similar visual and get children to attempt to solve it by themselves - identify and discuss misconceptions that arise. Show children a different way of representing the divisions using the part-whole model. Discuss and solve the example before providing children with more opportunities to solve independently.</p>	<p>Provide children with an opportunity to practise the skill that was taught yesterday. Identify and address misconceptions that arise. Provide children with an equation to solve - allow them to solve independently before discussing the methods as a class. Repeat as necessary - children may need more examples than the ones provided.</p>	<p>Show children the visual for sharing 9 by 3. Children can provide the stem sentences to complete - then reveal the visual for 9 shared by 4 - discuss how there would be a leftover stick and then show children how this equation would be recorded. Provide children with a remainder equation to solve - identify and address misconceptions that arise.</p>	<p>Display an equation for children to solve - this is to assess their skill level and discuss misconceptions. Provide another equation if further recap is needed. Children discuss and solve the word problem - encourage them to draw out what the equation is telling them. Repeat process with a reasoning word problem.</p>
Activities and application of learning	<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>	<p>T1: Children use visuals to solve the equations. T2: Children use the part-whole model to solve the equations. T3: Children use their new method to solve the multiple step word problem.</p>	<p>T1: Children use the grid provided to help solve the equation. T2: Children have a variety of equations to practise the new skill with. T3: Children use the provided part-whole models to create fact families.</p>	<p>Teacher to provide multiple remainder equations for children to solve on whiteboards - developing fluency in the new skill.</p>	<p>T1: Children use visuals to solve the equations. T2: Children use the division skill to solve the equations provided. T3: Children to use divisional knowledge to solve the missing number equations.</p>

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Spanish	Music	Topic- History	PE
<p><u>LI: To revise and recap Spanish animals.</u></p> <p>Children will continue their studies of animals and consider the ways in which their new vocabulary can be grouped and organised. This week, children will be identifying which animals belong in the home and which animals belong in a zoo.</p> <p>New vocabulary: El cocodrilo (koh-koh-dree-loh) – Crocodile. El elefante (eh-leh-fahn-teh) – Elephant. El chimpancé (cheem-pahn-seh) – Chimpanzee. La cebra (seh-brah) – Zebra. La jirafa (hee-rah-fah) – Giraffe. El león (leh-ohn) – Lion. El panda (pahn-dah) – Panda. El camello (kah-meh-yoh) – Camel.</p>	<p>Ukulele with Hounslow Music Service <u>LI: To practise the songs I have learnt on the ukulele.</u></p> <p>Children will be giving the opportunity to practise playing a range of songs from the previous lesson using the ukulele developing their accuracy, fluency and control.</p>	<p><u>LI: To place times, events and periods on a timeline.</u> <u>Watch me:</u> Remind children that chronology is an important aspect of history as it helps us order the events from the past, in a way that everyone understands them. <u>KQ: What do the terms BC and AD mean?</u> Add on to the timeline, the period of Ancient Egypt. Explain how historians have agreed upon these dates. Point out that the Ancient Egyptian period was hundreds of years and for that reason, is split into sub-sections due to each having their own features/ achievements. <u>Show me:</u> Using the dates and labels, order the Kings and Pharaohs chronologically and place them onto the timeline. <u>Main task:</u> Children use the information to complete their timeline. Children then add additional information.</p>	<p>Invasion Games - Basketball <u>LI: To use protective dribbling against an opponent.</u></p> <p>In pairs with one ball between them. One pupil dribbles the ball on the spot and tries to protect the ball for 30 seconds by using protective dribbling. The defender scores a point each time they touch the ball. If they gain possession of the ball, they give it back to their partner and play continues. After both pupils have had a go ask them to reflect and talk about their performance.</p> <p>Dance – Egyptian Dance (Dance Energy) <u>LI: To create actions to move in contact with a partner or interact with a partner</u></p> <p>With their partner, pupils explore actions to create river-like movements in contact with or interacting with each other. Explain to the children that the actions they create may be done: In contact with each other, where children move but whilst in physical contact with their partner. Interacting with each other, where one action has an effect on another action.</p>
	<p style="text-align: center;">Computing</p>		
Art	Science	PSHCE	R.E
<p><u>LI: To use sketchbooks to collect visual information from different sources and to record experimentations</u> <u>LI: To make thoughtful observations and select ideas to use in independent work.</u> <u>Watch me:</u> Explain that all throughout history, artists have taken inspiration from nature, their own lives and from the work of others. Explain that today, we will be exploring the hieroglyphics and cartouches of Ancient Egypt, with a view to get inspiration for our own work. Model doing this by referencing the style of mark making that was used, as well as the colours and symbols. <u>Main task:</u> Children choose a cartouche to replicate in their sketchbooks, considering carefully the colours that need to be used, in order for it to be authentic.</p>	<p><u>LI: To compare how things move on different surfaces.</u></p> <p>Children will be introduced to the idea of friction, and discuss how things move differently on different surfaces. Children will then conduct a mini investigation, observing how the same object moves on different surfaces and sharing their findings.</p>	<p><u>LI: To identify a dream that is important to me.</u></p> <p>Children will learn about primatologist Jane Goodall and how she achieved her early childhood dreams of working with primates. Through engaging with her story, and the book Me... Jane, the children will be tasked with identifying the different moments in Jane's life and her own personal values and attitudes that contributed to her achieving her dreams.</p> <p><u>Key question of the week:</u> <u>Why is it so important to have a dream? What is yours?</u></p>	<p><u>LI: To explain how beliefs about the source of scripture may impact the value placed on it.</u></p> <p>Children will be learning about the origins of the Serah Torah in Judaism. They will then learn about the Chumash and the reasons behind it being created. Children will discuss the role these two pieces of scripture plays in Jewish beliefs. <u>Task: Children will decide which of the key words matches the correct part of the venn diagram – class to discuss answers afterwards.</u></p>



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Homework

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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.

Homework Challenge

This week in writing we have been learning about different Egyptians poems.

Our challenge is for children to create their own version of a poem written about Egypt. Children can choose to do this in many different styles, they might:

- *Write a shape poem*
- *Write a narrative poem*
- *Write a limerick poem*
- *or write a haiku poem.*