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English:	English - Historical stories (The Egyptian Cinderella- Shirley Climo)			
Monday	Tuesday	Wednesday	Thursday	Friday
LI: To compose an historical narrative (cold write)	LI: To make connections to a text	LI: To identify context clues	LI: To retrieve information from a text to answer questions	LI: To summarise a text (text map)
<p><b>Key Vocabulary:</b> structure, introduction, build up, problem, resolution ending, link, pattern, boxing up.</p> <p><b>Key Questions:</b> What are the main parts of a story? What information do we expect to find in each section of a story? What is the story pattern for 'The Egyptian Cinderella'?</p>	<p><b>Key Vocabulary:</b> vocabulary, compare, experiences, clues, connections, existing knowledge, predict</p> <p><b>Key Questions:</b> What does 'connections' mean? How do our observations help us make connections? How does our prior knowledge about topics help us? In what way do the connections we make help us pose questions about a text and make predictions?</p>	<p><b>Key Vocabulary:</b> vocabulary, definition, inference, clues, connections, existing knowledge, deduce</p> <p><b>Key Questions:</b> What does 'historical setting' mean? What clues might tell us that something happened in the past? How can we use our prior knowledge to identify when (in history) something happened?</p>	<p><b>Key Vocabulary:</b> inference, prior knowledge, meaning, intent, opinion, thoughts</p> <p><b>Key Questions:</b> What does inference mean? What strategies do we use, when we infer? How can we use words and phrases from a text to answer questions about our own opinions?</p>	<p><b>Key Vocabulary:</b> events, skim, retrieve, orders, connections, importance, summarise.</p> <p><b>Key Questions:</b> What does summarise mean? What skills do we use when we summarise? When summarising a story, why is chronological order important? When we summarise, do we need to include superfluous information?</p>
<p><b>Starter:</b> Show children images from Ancient Egypt. With their partner, label as many things as they can. After children feedback their ideas, reveal the correct names of the objects and what they were used for. Add these to the 'working wall' along with the vocabulary generated in our previous unit on Egyptian themed narrative poetry.</p> <p><b>Watch me:</b> Introduce the topic to the children and explain that, by the end of the unit, we will have used the features of historical fiction (identified in 'The Egyptian Cinderella') to write their own Egyptian Story. Today, we will give this a go.</p> <p><b>Help me: KQ: What makes a good story?</b> Recap previous learning about the structure of stories, the sort of language that is used to engage the reader and develop characters and plot. Together, look at the plot of other traditional tales that could be adapted for the purpose e.g. <i>Jack and the beanstalk</i> or <i>Sleeping Beauty</i>.</p> <p><b>Show me:</b> Introduce the children to their characters (on screen). Children select names for their characters from a bank of appropriate male and female ancient Egyptian names.</p>	<p><b>Starter</b> On screen, Children see the image from the cover of their new class text, 'The Egyptian Cinderella' (without the title of the book being revealed) Children play 'I think, I see, I imagine...' and feedback their ideas to the class.</p> <p><b>Watch me/ help me/ show me:</b> Reveal the name of the book and explore the word 'Cinderella'. Using our 'text to text' connections, what sort of story do we think this might be? what genre might it fit into? How do we know? The teacher will model using reading strategy 1, and prior knowledge, to make connections to self, other texts previously read and the world around us. Children then apply this to the blurb of the book.</p>	<p><b>Starter True or false-</b> Children look at a picture on the screen and use clues within the picture to decide if it is a picture in ancient Egypt or not. <b>Big Picture:</b> Teacher to introduce the new unit to the children and share the skills and outcomes we will be working towards, over the next few weeks. <b>Q.</b> What clues might tell us that something happened in the past? Teacher to note ideas down on the IWB. <b>Watch me/ help me/ show me:</b> The teacher and children explore the images on the screen and use their prior knowledge and context clues to identify when the images are set. <b>Challenge:</b> Find the anachronisms hidden within each picture.</p>	<p><b>Starter Odd one out-</b> Children look at reading strategies on the screen that are used when inferring. They must select the odd one out (the strategy that is not used when inferring). <b>Watch me/ help me/ show me:</b> Teacher reminds the class of what inference is and that today, they will be 'reading detectives', finding evidence/ clues in the text to write their answers. Teacher models doing this, using the success criteria and children have a go, before doing their main activity.</p>	<p><b>Starter</b> With a familiar story (The day the Crayons quit). Children put the pictures in order to retell the story. Explain to children that by putting the pictures in order, they have essentially created a story map for a story with a historical setting. Today they will be doing that for 'The Egyptian Cinderella'. <b>Watch me:</b> Share the story of 'Egyptian Discovery' with the children. Model highlighting the main events in the text and numbering them. <b>Help me/ show me:</b> draw an appropriate image for the first event in the story, followed by an arrow. Children help complete the story map by suggesting images for each event on their whiteboards and showing.</p>
<p><b>Main Task:</b> Children use the information given, the pictures and the word banks to complete their task. This is a cold write and will be completed on blue paper. From this task, teachers will set the targets for the rest of the unit.</p>	<p><b>Main task:</b> Class to take turns reading the book (led by the teacher). Children complete the 'making connections' worksheet, as they read through 'The Egyptian Cinderella', summarising the connections they make. <b>Challenge:</b> In what way is this story similar/ different to other traditional tales/ historical texts you have read?</p>	<p><b>Main task:</b> Children work in groups of 3 to explore the images in their pack, depicting life in Ancient Egypt. They need to annotate any context clues they observe (clothes, buildings, food, inventions etc) and use the iPad to fact check and procure accurate historical terminology. Then complete the recording table with bullet points based on evidence acquired from the images.</p>	<p><b>Main task:</b> Using the text, children use the inference skills developed in today's lesson to answer the questions. <b>Extension:</b> Following answering the questions, children return to yesterday's lesson and add any other connections they have made (with purple pen).</p>	<p><b>Main task:</b> Children work in pairs to draw a story map of the main events in 'The Egyptian Cinderella, using arrows to demonstrate the order. *Teacher to support the focus group in doing this, using the <i>inprint</i> version of the story. <b>Mini Plenary:</b> Children feedback their ideas to class and the teacher draws a shared story map to add to the working wall.</p>

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**This week's reading focus: Reading Strategy 2- Making Predictions**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
To identify key information in a text	To identify the causal links between events in a text	To form questions about a text	To use details in a text to form predictions/ speculations	To select appropriate evidence from a text to justify predictions
Children have a text that they search for key information. The important parts that must be picked out before understanding can occur, are highlighted. Play a game of essential or unessential.	Play a game of Cause and Effect - children describe/match the effect to the cause and vice versa. Then children look for the key events in a story excerpt and search for their causes.	Children look at a picture from a text that is unfamiliar. They devise questions about it.  This is repeated with an excerpt from an unfamiliar text.	Children investigate a question about the class as a prediction e.g. we predict that the most popular pet in class is...  They then make predictions about the picture and excerpt from yesterday's lesson, using clues from the text to aid them.	Children answer comprehension questions that involve predicting. They must focus on explaining their answer, using evidence to do so.

<b>Handwriting</b>	<b>Spelling and dictation</b>	<b>Vocabulary</b>										
<b>To form and join the letters: R, F, U</b>	<b>To spell the plural form of a noun by modifying the singular form of the noun with a suffix</b>	<b>Word aware:</b>										
<p><u>Watch me:</u> 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><u>Help me/ Show me:</u> We will then learn how to form groups of letters, requiring this join, the teacher will model this, and children will trace/ copy: <b>fu, wu, vu</b></p> <p><u>Main task:</u> Children practise this formation in the context of the following words: <b>fun, full, careful, carefully, helpful, wonderful, funny, sauna, vulture</b></p>	<p><b>addresses, answers, appears, arrives, businesses, centuries, possesses, groups, babies, monkeys</b></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>	<table border="1"> <tr> <td>M</td> <td><b>valley</b></td> </tr> <tr> <td>T</td> <td><b>sphinx</b></td> </tr> <tr> <td>W</td> <td><b>desert</b></td> </tr> <tr> <td>Th</td> <td><b>pyramid</b></td> </tr> <tr> <td>F</td> <td><b>hieroglyph</b></td> </tr> </table>	M	<b>valley</b>	T	<b>sphinx</b>	W	<b>desert</b>	Th	<b>pyramid</b>	F	<b>hieroglyph</b>
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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	To divide with remainders (whiteboard fluency lesson).	To divide with remainders.	To measure in cms	To measure in mms.	To measure in cms and mms.
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> divide, share, groups of, partition</p> <p><b>Key Questions:</b> 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><b>Key Vocabulary:</b> divide, share, groups of, partition</p> <p><b>Key Questions:</b> 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><b>Key Vocabulary:</b> Centimetres, millimetres, metres, length, height, ruler, metre stick</p> <p><b>Key Questions:</b> How do we use a ruler? What does cm mean? What does mm mean? How many mms make 1cm? How many cms makes 1m?</p>	<p><b>Key Vocabulary:</b> Centimetres, millimetres, metres, length, height, ruler, metre stick</p> <p><b>Key Questions:</b> How do we use a ruler? What does cm mean? What does mm mean? How many mms make 1cm? How many cms makes 1m?</p>	<p><b>Key Vocabulary:</b> Centimetres, millimetres, metres, length, height, ruler, metre stick</p> <p><b>Key Questions:</b> How do we use a ruler? What does cm mean? What does mm mean? How many mms make 1cm? How many cms makes 1m?</p>
<b>Introduction and learning</b>	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.	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.	Children will be recapping the use of rulers and how to accurately use them to measure both lengths and heights. Teacher will use examples on whiteboards and then combine this with the use of a visualiser and real-world objects.	Children will be recapping the use of rulers and how to accurately use them to measure both lengths and heights. Children will be converting between cms and mms using known multiplication facts. Teacher will use examples on whiteboards and then combine this with the use of a visualiser and real-world objects.	Children will be recapping the use of rulers and how to accurately use them to measure both lengths and heights. Children will be combining a mixture of cms and mms to make accurate measurements. Teacher will use examples on whiteboards and then combine this with the use of a visualiser and real-world objects.
<b>Activities and application of learning</b>	Teacher to provide multiple remainder equations for children to solve on whiteboards - developing fluency in the new skill.	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.	To measure a variety of objects within the classroom using centimetres.	To measure a variety of objects within the classroom using millimetres.	To measure a variety of objects within the classroom using centimetres and millimetres combined.

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Spanish	Computing	Topic- History	PE
<p><b>LI: To review that names of 10 animals in spanish</b></p> <p>Children will recap the names of the 10 animals we have learnt so far. They will practice using these names in oral and written contexts.</p>	<p><b>LI: To choose appropriate page settings</b></p> <p>Children will learn what a template is, and why it is useful. They will then look at several examples of magazine covers and templates, before creating their own template. Children will also practice key vocabulary such as 'landscape' and 'portrait' to describe their work.</p>	<p><b>LI: To find out about everyday life in the time studied (social hierarchy, housing and jobs)</b></p> <p><b>Watch me:</b> Explain the correct hierarchy of Egyptian society, the different roles each of the classes played and what their life may have been like:</p> <ul style="list-style-type: none"> <li>• education</li> <li>• homes</li> <li>• status/ wealth</li> <li>• jobs</li> </ul> <p><b>Main Task:</b> Carousel activity- Children explore the various aspects of Egyptian life for different groups of people:</p> <ol style="list-style-type: none"> <li>1. Using the information given, design a menu for the Pharaoh (listing all ingredients).</li> <li>2. Answer the comprehension questions about building techniques used in Ancient Egypt and draw a labelled diagram of an Ancient Egyptian house.</li> <li>3. Find out about the jobs on screen and create a job advert for one of them, describing the tasks expected for the role and the pay.</li> </ol>	<p><b>Invasion Games - Basketball</b></p> <p><b>LI: To develop the bounce and chest pass and begin to recognise when to use them.</b></p> <p><b>Main Learning: Chest pass:</b> Tell the children the main type of pass in basketball is the 'chest pass'. Called the chest pass because the pass comes from the chest and is sent to the receiver's chest. Model how to pass and receive the ball.</p> <p><b>Dance – Egyptian Dance (Dance Energy)</b></p> <p><b>LI: To select and link appropriate actions and dynamics to show our dance idea.</b></p> <p><b>Main Learning: 8 counts of a calm river:</b> children work in groups of four and draw on ideas from the previous two lessons to create actions that represent a calm working river. Can they create 8 counts that represent a calm, busy and working river perform it four times through totalling 32 counts.</p>
<b>Music</b>			
<b>Ukulele with Hounslow Music Service</b>			
<p><b>LI: To practise the songs I have learnt on the ukulele.</b></p> <p>Children will be given the opportunity to practise playing a range of songs they have learnt so far this half term using the ukulele developing their fluency, control and accuracy.</p>			
Art	Science	PSHCE	R.E
<p><b>LI: To explore different techniques for block printing.</b></p> <p><b>LI: To design a printing block inspired by the work of notable artists</b></p> <p><b>Watch me:</b> Model to children how block printing has been used throughout history to create repeated patterns. Explain that in our unit, we will be using block printing to design and create a cartouche.</p> <p><b>Main task 1 (knowledge):</b> Using the information gained in the lesson, children answer the questions about block printing.</p> <p><b>Main task 2 (skill):</b> Children experiment in their sketch book with the different mediums and techniques for block printing introduced in the lesson, making choices for their own work.</p>	<p><b>To investigate how surfaces effect objects movements.</b></p> <p>Children will be looking into how pushes and pulls forces can be affected by the surfaces that objects are placed upon.</p> <p>They will learn about, write up and conduct a fair test investigating how surfaces effect objects movements on surfaces.</p>	<p><b>LI: To enjoy facing new learning challenges and working out best ways for me to achieve them</b></p> <p><b>Starter</b> – Children will be given a piece of a picture. <b>Can you find the other three people whose pieces make up the rest of their picture/puzzle?</b></p> <p><b>Input - How many garden decorations can you see?</b> In your teams, the scribe writes down any items they see that are decorations for the garden, e.g. lanterns, decorated pots, gnomes, painted stones, 'bug sticks.'</p> <p><b>Which team will spot the most?</b></p> <p><b>Main Task</b> – For the next three weeks, we are going to be designing a garden for people who face a particular challenge.</p>	<p><b>LI: To make connections between beliefs about the Qur'an and the Hadith and how they are used.</b></p> <p>The children will be learning about how the Qur'an was formed from the beginnings of Prophet Muhammad. They will be learning about the ways that Muslims use the Qur'an and the rules around using it.</p> <p>Children will also learn about the Hadith and will make comparison between the Hadith and the Qur'an.</p>

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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.*

**History: Write a biography of an Egyptian Pharaoh.**

**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.