

Weekly Overview Year Group: 3 Week beginning: 21st 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.

English:	Silly/Funny Poems - Writing Competition			
Monday	Tuesday	Wednesday	Thursday	Friday
LI: To create expanded noun phrases.	LI: To map out a known poem.	LI: To box-up our own ideas.	LI: To construct our own 'silly' poem.	LI: To perform our own poems.
KV: poetry, purpose, context, rhyming, narrative, couplets, rhyme pattern, alliteration, onomatopoeia KQ: What writing features are missing from our poem? What features can you see? How can we improve this piece of the poem?	KV: poetry, purpose, context, rhyming, narrative, couplets, rhyme pattern, alliteration, onomatopoeia KQ: What features can you see? How can we improve this piece of the poem? How can we represent this part of the poem?	KV: poetry, purpose, context, rhyming, narrative, couplets, rhyme pattern, alliteration, onomatopoeia KQ: What features can you see? How can we improve this piece of the poem? How can we represent this part of the poem?	KV: poetry, purpose, context, rhyming, narrative, couplets, rhyme pattern, alliteration, onomatopoeia KQ: What features can you see? How can we improve this piece of the poem?	KV: poetry, purpose, context, rhyming, narrative, couplets, rhyme pattern, alliteration, onomatopoeia KQ: What does a good performance need? What does a good listener do?
Read through the poem that the class has been studying. Recap what features the children know poetry to have - then look through and hunt for the missing features. Children talk in partners about how to improve a selected portion of the poem by adding in expanded noun phrases.	Read through the poem that the class has been studying. Recap what features the children know poetry to have. Ask children what images they could use to represent the selected part of the poem.	Read through the poem that the class has been studying. Recap what features the children know poetry to have. Discuss as a class about how we can begin to adapt the poem to make it our own. Ensure that children aren't getting too silly so that their ideas would become unbelievable.	Read through the poem that the class has been studying. Recap what features the children know poetry to have. Get children to look through the changes that they boxed-up from the previous lesson. Share write the opening two stanzas of the poem emphasising the need for expanded noun phrases.	Get the children to read through their poems from the previous day and make amendments when required. Recap with the class about what a good performer and a good listener look like.
Children are to use a copy of the poem, a purple pen and a thesaurus to edit the poem and add in some expanded noun phrases.	Children create a story map for The Sandwich poem.	Children will box-up their own ideas for a poem.	Children will write their own version of The Sandwich poem.	Children will volunteer to read their poems out loud in-front of the class.

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This week's reading focus: Reading Strategy 7 - Inference				
Monday <u>To understand inference.</u>	Tuesday <u>To understand inference questions.</u>	Wednesday <u>To create inferences.</u>	Thursday <u>To create inferences based on a text.</u>	Friday <u>To create inferences based on a text.</u>
Children will be looking at the inference cards and discussing some inference-based questions with their partners.	Children will be looking at the inference cards and discussing some inference-based questions with their partners.	Children will be reading a short story and discussing the inference-based questions. Independently, they will read a different text and make inferences based on this.	As a class, read through some short text pieces. Discuss the inference questions and what types of clues from the text will help to answer this question.	Discuss what types of questions can be used to make inferences based on text, then as a class read through a passage of text and answer the inference-based questions based on this.

Handwriting	Spelling and dictation	Word of the day
<p>To form and join the letters: ee</p> <p><u>Introduction:</u> Children will do the 'ready to write' exercises to warm-up and stretch the muscles they will use for writing.</p> <div style="text-align: center;">  </div> <p><u>Watch me:</u> practise forming repeated patterns that develop the hand motion needed for this formation. 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: ee, ea, ed</p> <p><u>Main task:</u> Children practise this formation in the context of the following words: Seed, sea, bee, need, feeding, pea, feet, hearing, beat</p>	<p>To explore words with the / i/ sound spelled with a 'y'</p> <ol style="list-style-type: none"> Children write this week's spelling words into their pupil planner Find out what the words mean and use the knowledge to complete the activity. <p style="text-align: center; color: green;">myth, pyramid, gym, mystery, Egypt, bicycle, rhyme, type, style, python</p>	<p>Monday: instruct Tuesday: command Wednesday: describe Thursday: sequence Friday: method</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 style="color: blue;">*Across the half term, each child presents their favourite 'word of the day' to the class through games such as hangman.</p>

Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To subtract two numbers (across a Tens).	To subtract two numbers (across a Hundreds)	To add a 2-digit number to a 3-digit number	To subtract a 2-digit number from a 3-digit number.	To correctly identify operations.
Key vocabulary and key questions	<p>KV: Exchange, regroup, subtract, minus, less than, smaller than</p> <p>KQ: Why is place value important for subtracting? What happens when we subtract these numbers without regrouping? How do we know if we need to regroup?</p>	<p>KV: Exchange, regroup, subtract, minus, less than, smaller than</p> <p>KQ: Why is place value important for subtracting? What happens when we subtract these numbers without regrouping? How do we know if we need to regroup?</p>	<p>Key Vocab: exchange, regroup, addition, more than, greater than</p> <p>Key Questions: What do we do if a place value column is empty? When do we need to exchange? How do we exchange? Can we exchange across more than one place value column?</p>	<p>Key Vocab: exchange, regroup, subtract, less than, minus</p> <p>Key Questions: What do we do if a place value column is empty? When do we need to exchange? How do we exchange? Can we exchange across more than one place value column?</p>	<p>KV: Multiply, add, subtract. Exchange, regroup.</p> <p>How do I ensure that anyone looking at my work knows exactly what operation I am using? Where can I find the operation in an equation?</p>

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<p>Introduction and learning</p>	<p>Show children some visuals alongside the column method for subtracting numbers and discuss solving the equation together. Provide children with their own equation to solve and address any misconceptions. Show children a missing number equation and they use their knowledge of column subtraction to find the missing numbers.</p>	<p>Show children some visuals alongside the column method for subtracting numbers and discuss solving the equation together. Provide children with their own equation to solve and address any misconceptions. Show children a missing number equation and they use their knowledge of column subtraction to find the missing numbers.</p>	<p>Show children an equation and the column method for this equation - discuss what happens when we have an empty place value column and that we can add a 0 into this gap. Discuss a word problem with the class and the language that is being used. Allow children time to independently solve equations. Show children a common mistake of misplacing numbers in the PV columns. Discuss the mistake and ask children to rectify and solve it.</p>	<p>Show children some visuals alongside the column method for subtracting numbers and discuss solving the equation together. Provide children with their own equation to solve and address any misconceptions. Show children a missing number equation and they use their knowledge of column subtraction to find the missing numbers.</p>	<p>Show children some visuals alongside the column method for subtracting numbers and discuss solving the equation together. Provide children with their own equation to solve and address any misconceptions. Show children a missing number equation and they use their knowledge of column subtraction to find the missing numbers. Show children a missing number equation and they use their knowledge of column subtraction to find the missing numbers.</p>
<p>Activities and application of learning</p>	<p>T1: Children can use the visuals provided to support them with the subtractions. T2: Children solve the equations using the column method. T3: Children solve word problems using the skills learnt.</p>	<p>T1: Children can use the visuals provided to support them with the subtractions. T2: Children solve the equations using the column method. T3: Children solve word problems using the skills learnt.</p>	<p>T1: Children can use the visuals provided to support them with the subtractions. T2: Children solve the equations using the column method. T3: Children solve word problems using the skills learnt.</p>	<p>T1: Children can use the visuals provided to support them with the subtractions. T2: Children solve the equations using the column method. T3: Children solve word problems using the skills learnt.</p>	

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

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Spanish	Reading- 20 minutes daily	Science	PE
<p><u>LI: To say what the favourite colours are in Spanish</u></p> <p>Children will be learning to explain their preferences towards colour, by the end of this lesson they will have sufficient vocabulary to state their favourite and least favourite colours.</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>Challenge:</u> Write a piece of 'fan fiction'. Think about what happens after the story ends. Write the next chapter.</p>	<p><u>LI: To present our information about rocks and soil.</u></p> <p><u>Main Task:</u> To create a double page spread about everything we have learnt about rocks and soil.</p> <p><u>Key Vocabulary:</u> rocks, soil, sedimentary, metamorphic, igneous, magma, melting, cooling, erosion, heat and pressure.</p> <p><u>Key Questions:</u> What different rock types can you remember? What are the different rock names? How are each rock type made?</p>	<p><u>Outdoor (Striking and Fielding)</u> <u>LI: To apply the bowling action and rules of bowling into game situations</u></p> <p><u>Main Task:</u> Game of 6 (1 bowler, 1 batter, 3 fielders, 1 umpire) with points awarded for bowling as well as batting.</p> <p><u>Indoor (Fundamentals Skills)</u> <u>LI: To apply the skill of balancing and recognise the importance in various activities.</u></p> <p><u>Main Task:</u> Children compete in small events that require balance and control to succeed. They compete against themselves and another pair/teacher.</p>
PSHE	Topic	Computing	R.E / Worldviews
<p><u>LI: To understand that everybody's family is different and important to them.</u></p> <p>Children will be learning to identify the ways in which all families are unique with a unique perspective, culture and make-up. Children will learn about a variety of different family types and the importance of celebrating the diversity of what a family can be.</p>	<p><u>LI: To communicate knowledge and understanding in a variety of ways.</u></p> <p>Children will be creating a double page poster expressing everything that they have learnt through their history and topic.</p>	<p><u>LI: to discover how digital devices work</u></p> <p>Children will learn what an input and an output is. They will then explore examples of an input and output in practice.</p>	<p><u>LI: To show what we have learnt and understood over the half term.</u></p> <p>Children will be creating a double page poster expressing everything that they have learnt through their RE and worldviews topic.</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.

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

Half-term project-based homework:

We are challenging the children to demonstrate their writing skills. Please follow the instructions below.

Imagine you have travelled back in time to the Bronze Age. Write a letter back to your family to tell them about your experiences.

Use different conjunctions to extend sentences

E.g. while, so, if, as...

Use different sentence types e.g. statements, commands, exclamations and questions