

Weekly Overview Year Group: 3 Week beginning: 14th October 2024.



Alexandra
Primary School

Aspire, Perform, Succeed

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English: Adventure Stories				
Monday	Tuesday	Wednesday	Thursday	Friday
LI: To identify the context and purpose of given texts (poetry).	LI: To identify the poetic devices of a given text.	LI: To use alliteration for effect.	LI: To use onomatopoeia for effect.	To retrieve information from a text to answer questions
<p>KV: poetry, purpose, context, rhyming, narrative</p> <p>KQ: What type of poem do you think was in the video? What does narrative poem mean? What aspects do you enjoy? Why?</p>	<p>KV: poetry, purpose, context, rhyming, narrative, couplets, rhyme pattern, alliteration, onomatopoeia</p> <p>KQ: What features do you know poems to have? What features can you and your partner spot from this given poem?</p>	<p>KV: poetry, purpose, context, rhyming, narrative, couplets, rhyme pattern, alliteration, onomatopoeia</p> <p>KQ: What does alliteration mean? Can we make our names alliterative? Do your alliterative sentences make sense?</p>	<p>KV: poetry, purpose, context, rhyming, narrative, couplets, rhyme pattern, alliteration, onomatopoeia</p> <p>KQ: What does onomatopoeia mean? Can you find and identify the onomatopoeia in these examples? How can we use alliteration and onomatopoeia together?</p>	<p>Key Vocabulary: <i>skim, scan, importance, isolate, retrieve, copy, match, circle, underline</i></p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What does retrieve mean? • What strategies do we use, when we retrieve information from a text? • How can we isolate the important information from that which is not? • How do skimming and scanning help us to do that?
<p>Begin the lesson by not informing the children about what the focus type of poetry is, they will need to find clues about this.</p> <p>Watch the video of Michael Rosen - Chocolate Cake. Children discuss what type of poem they believe this to be.</p> <p>Explain how it is a narrative poem but also retelling a silly/funny story.</p> <p>Display another poem and get a child to perform it - in partners they discuss what aspects they enjoyed about the story.</p>	<p>Get children to discuss in pairs and list the different features that poems contain - feedback as a class and record on the IWB.</p> <p>Display a different poem and ask children to work in pairs to identify some of the features that they have listed previously.</p> <p>Repeat the process but show children the opening of the chosen poem (The Sandwich).</p> <p>Show the children the entirety of the sandwich poem and read through it together.</p>	<p>Show children an example of alliteration without explaining to children what it is showing but ask them if they can explain what alliteration is based on the example.</p> <p>Watch the BBC Bitesize video explaining alliteration.</p> <p>Show children an image of Horrid Henry and discuss how it shows alliteration.</p> <p>Children create their own alliterative versions of their names.</p> <p>Display to children about making alliterative sentences using their names.</p>	<p>Show children an example of onomatopoeia without explaining to children what it is showing but ask them if they can explain what onomatopoeia is based on the example.</p> <p>Watch the BBC Bitesize video explaining onomatopoeia.</p> <p>Display a piece of artwork showing a range of onomatopoeia and get children to identify the different sounds they see.</p> <p>Incorporate the alliteration lesson with the onomatopoeia lesson and create different alliterative onomatopoeia sentences.</p>	<p>Teacher will explain that the strategy the children had used in the starter activity was 'scanning'. They had read the question and identified the important information (two animals), they then looked at the picture and scanned only for animals and counted them.</p> <p>To do this they had isolated animals from any other information in the picture.</p> <p>Teacher will explain that this is exactly what we do when we read a text and answer 'retrieval' style questions. Together, explore different types of retrieval questions (tick, circle, underline, find and copy). The teacher will model doing this, using the success criteria and children have a go, before doing their main activity.</p>
<p>Task 1 - In pairs, children will read through the chosen poems and discuss which they enjoyed and why.</p> <p>Task 2 - Children pick a chosen poem and label what aspects they enjoyed and why.</p>	<p>Working together, children can search for and identify and label the poetic features discussed in the lesson.</p>	<p>Children can create their own alliterative sentences using the picture prompts.</p>	<p>Children can create their own onomatopoeia sentences using the picture prompts.</p>	<p>Task: Children re-read 'Stone Age Boy' and use the inference skills developed in today's lesson to answer the questions.</p>

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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
To form and join the letters: u, t	To explore words with the long /a/ vowel sound spelt 'ei'	
<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: 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: ut, ute</p> <p>Main task: Children practise this formation in the context of the following words: cut, cute, parachute, but, nut, hut, route</p> <div style="text-align: center; margin-top: 10px;">  </div>	<ol style="list-style-type: none"> Write this week's spelling words into the diary Find out what the words mean and use the knowledge to complete the activity: <p style="margin-top: 10px;">vein, neighbour, weigh, eight, they, obey, grey, reindeer, beige, veil</p>	<p>Monday: Aeon Tuesday: Palaeolithic Wednesday: Primitive Thursday: Hunter Friday: Gatherer</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><i>*Across the half term, each child presents their favourite 'word of the day' to the class through games such as hangman.</i></p>

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To add two numbers (No exchange).	LI: To subtract two numbers (No exchange).	LI: To add two numbers (across a Tens)	LI: To add two numbers (across a Hundreds).	LI: To subtract two numbers (across a Tens).
Key vocabulary and key questions	<p>KV: Exchange, regroup, addition, adding, increase, more than, greater than.</p> <p>KQ: Why is place value important for adding? What happens when we add 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>KV: Exchange, regroup, addition, adding, increase, more than, greater than.</p> <p>KQ: Why is place value important for adding? What happens when we add these numbers with regrouping? How do we know if we need to regroup?</p>	<p>KV: Exchange, regroup, addition, adding, increase, more than, greater than.</p> <p>KQ: Why is place value important for adding? What happens when we add these numbers with 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>
Introduction and learning	Show children an equation and discuss whether or not we will need to regroup/exchange. Get children to help solve this together as a class, ensure that each addition point is discussed. Show children an equation with a mistake and discuss what the mistake is and how we could fix it. Children to use their knowledge of column method to complete the missing numbers.	Show children some visuals alongside the column method for subtracting number 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.	Read the word problem together and create the equation based on this – ensure that children understand the language being used means they need to add. Allow children to solve the word problem independently and address misconceptions. Discuss the missing numbers in the equation given and solve these together.	Read the word problem together and create the equation based on this – ensure that children understand the language being used means they need to add. Allow children to solve the word problem independently and address misconceptions. Discuss the missing numbers in the equation given and solve these together.	Show children some visuals alongside the column method for subtracting number 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.
Activities	<p>T1: Children will solve the column additions in their books.</p> <p>T2: Children to check the different equations given and explain what mistakes might have been made.</p>	<p>T1: Children can use the visuals provided to support them with the subtractions.</p> <p>T2: Children to solve the equations using column method.</p> <p>T3: Children solve word problems using the skills learnt.</p>	<p>T1: Children can use the visuals provided to support them with the subtractions.</p> <p>T2: Children to solve the equations using column method.</p> <p>T3: Children solve word problems using the skills learnt.</p>	<p>T1: Children can use the visuals provided to support them with the subtractions.</p> <p>T2: Children to solve the equations using column method.</p> <p>T3: Children to find missing numbers from the column equations.</p>	<p>T1: Children can use the visuals provided to support them with the subtractions.</p> <p>T2: Children to solve the equations using column method.</p> <p>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	Science	PE																																									
<p>LI: To recognise and identify colours in Spanish. <i>Children will be introduced to eleven colours in Spanish and will use this new knowledge to translate colours between English and Spanish.</i></p> <p>New vocabulary for this week includes:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black;">blanco</td> <td style="border-bottom: 1px solid black;">white</td> <td style="border-bottom: 1px solid black;">verde</td> <td style="border-bottom: 1px solid black;">green</td> </tr> <tr> <td style="border-bottom: 1px solid black;">gris</td> <td style="border-bottom: 1px solid black;">grey</td> <td style="border-bottom: 1px solid black;">morado</td> <td style="border-bottom: 1px solid black;">purple</td> </tr> <tr> <td style="border-bottom: 1px solid black;">naranja</td> <td style="border-bottom: 1px solid black;">orange</td> <td style="border-bottom: 1px solid black;">marrón</td> <td style="border-bottom: 1px solid black;">brown</td> </tr> <tr> <td style="border-bottom: 1px solid black;">rosa</td> <td style="border-bottom: 1px solid black;">pink</td> <td style="border-bottom: 1px solid black;">azul</td> <td style="border-bottom: 1px solid black;">blue.</td> </tr> <tr> <td style="border-bottom: 1px solid black;">negro</td> <td style="border-bottom: 1px solid black;">black</td> <td></td> <td></td> </tr> <tr> <td style="border-bottom: 1px solid black;">rojo</td> <td style="border-bottom: 1px solid black;">red</td> <td></td> <td></td> </tr> <tr> <td style="border-bottom: 1px solid black;">amarillo</td> <td style="border-bottom: 1px solid black;">yellow</td> <td></td> <td></td> </tr> <tr> <td style="border-bottom: 1px solid black;">morado</td> <td style="border-bottom: 1px solid black;">purple</td> <td></td> <td></td> </tr> <tr> <td style="border-bottom: 1px solid black;">marrón</td> <td style="border-bottom: 1px solid black;">brown</td> <td></td> <td></td> </tr> <tr> <td style="border-bottom: 1px solid black;">azul</td> <td style="border-bottom: 1px solid black;">blue</td> <td></td> <td></td> </tr> </table>	blanco	white	verde	green	gris	grey	morado	purple	naranja	orange	marrón	brown	rosa	pink	azul	blue.	negro	black			rojo	red			amarillo	yellow			morado	purple			marrón	brown			azul	blue			<p>LI: To present our information about rocks and soils.</p> <p>Children will be recapping all of the science lessons that they have experienced about Rocks and Soils.</p> <p>Task: Children will be presenting this knowledge across a double page spread in their science books.</p>	<p>Outdoor (Striking and Fielding) LI: To apply the bowling action and rules of bowling into game situations Main Task: Game of 6 (1 bowler, 1 batter, 3 fielders, 1 umpire) with points awarded for bowling as well as batting.</p> <p>Indoor (Fundamentals Skills) LI: To apply the skill of balancing and recognise the importance in various activities. Main Task: Children compete in small events that require balance and control to succeed. They compete against themselves and another pair/teacher.</p>	
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<p>LI: I understand my actions affect others and try to see things from their points of view.</p> <p><i>Children will be considering the ways in which their choices impact themselves and impact others. Children will be given scenarios in which someone has made an unkind choice towards somebody else. The children will then be tasked with identifying what actually caused the unkind action vs what the other person may think it was for.</i></p>	<p>To explain the factors that caused the changes between the Stone Age to the Iron Age. <i>*See reading lessons above</i></p> <p>Children research using various sources and record their notes on the mindmap. This will be stuck into their history book and will support the end of unit assessment.</p> <p>To communicate knowledge and understanding in a variety of ways. (assessment) Big Question: <i>How did inventions and discoveries change the way humans lived from the Stone Age to the Iron Age?</i></p> <p>Using the research they have gathered through their reading lessons all week, on their mind map, children independently produce their double-page spread.</p>	<p>To review/ evaluate a work of art, suggesting improvements. To respond to comments from others to make improvements</p> <p>Main task: Children place their work on their desk and allow viewing as part of a class gallery.</p> <p>Children review the design criterion identified when the art analysis was carried out in lesson 1, and write '2 stars and a wish' for their partner.</p> <p>Children then acknowledge the feedback they have been given and make changes to their work to address the 'wish'.</p>	<p>LI: to understand how religious festivals can create a sense of belonging Main task: Children will consider the point of view of others, and discuss how religious festivals can create a sense of belonging. They will then consider why Diwali is important to Hindu children.</p>																																								

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Homework	Music	Computing
<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>L.I: To develop an opinion of Indian music and identify the instruments most commonly used</p> <p>Children are introduced to the instruments most commonly used in the music. Together and then independently, children match the sound of the instruments to the instrument themselves, just by hearing.</p> <p>Main: Children learn about the 2 basic structures of this Indian Music and try and identify the 2 styles within the music.</p>	<p>L.I: to discover how digital devices work</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>

Maths focused homework: Please find attached the 36 key multiplication facts. Begin practising all of these facts ready for our multiplication quizzes in class! For further practice, begin playing your soundchecks on Times tables Rockstars!

SEE BELOW

2 x 2 = 4							Y3 21 facts
3 x 2 = 6	3 x 3 = 9					Y4 15 facts	
4 x 2 = 8	4 x 3 = 12	4 x 4 = 16					
5 x 2 = 10	5 x 3 = 15	5 x 4 = 20	5 x 5 = 25				
6 x 2 = 12	6 x 3 = 18	6 x 4 = 24	6 x 5 = 30	6 x 6 = 36			
7 x 2 = 14	7 x 3 = 21	7 x 4 = 28	7 x 5 = 35	7 x 6 = 42	7 x 7 = 49		
8 x 2 = 16	8 x 3 = 24	8 x 4 = 32	8 x 5 = 40	8 x 6 = 48	8 x 7 = 56	8 x 8 = 64	
9 x 2 = 18	9 x 3 = 27	9 x 4 = 36	9 x 5 = 45	9 x 6 = 54	9 x 7 = 63	9 x 8 = 72	9 x 9 = 81