Weekly Overview   Year Group: 3   Week beginning: 1st July 2024

Alexandra Primary School
Aspire, Perform, Succeed

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English:	English - Discussion Texts			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
LI: To summarise the main information in a text.	LI: To explore language and infer its meaning	LI: To identify the structure of a text	LI: To consider and explore different viewpoints	LI; To use a range of conjunctions
Key vocabulary: *Comparison, conjunctions, discussion, argument, point of view, technical language, balanced* **Key questions:** *What is the purpose of a discussion text?* *Which features can you identify?* *Can you identify the features in all these examples?*	*Key vocabulary:* *Comparison, conjunctions, discussion, argument, point of view, technical language, balanced* **Key questions:** *What is the purpose of a discussion text?* *Which features can you identify?* *Can you identify the features in all these examples?*	*Key vocabulary:* *Comparison, conjunctions, discussion, argument, point of view, technical language, balanced* **Key questions:** *What is the purpose of a discussion text?* *Which features can you identify?* *Can you identify the features in all these examples?*	*Key vocabulary:* *Comparison, conjunctions, discussion, argument, point of view, technical language, balanced* **Key questions:** *What is the purpose of a discussion text?* *Which features can you identify?* *Can you identify the features in all these examples?*	*Key vocabulary:* *Comparison, conjunctions, discussion, argument, point of view, technical language, balanced* **Key questions:** *What is the purpose of a discussion text?* *Which features can you identify?* *Can you identify the features in all these examples?*
Starter: Odd one out. Get children to discuss which of the features on screen would not be found in a discussion text. **Watch me**: Introduce the model text – 'should children do housework?' **Help me:** Identify the purpose and audience of the text. **Show me**: Using two colours, highlight the two viewpoints in the text and any evidence that supports each viewpoint.	**Starter:** match the word to the relevant synonym and antonym **Watch me:** Explain to children that the main language features used in discussion texts are: - tier 2 words (help me define the word) - words/ phrases used to show agreement, opposition, and addition (help me find these in the text and sort into the correct categories. - modal verbs- look at their function **Help me**: underline the modal verbs in the paragraph **Show me**: arrange the modal verbs on a scale from weakest to strongest.	**Starter:** Look at the graphic organiser on the screen. Which best represents the structure of a discussion text? **Watch me**: The teacher will read through the model text with the class, pointing out the following aspect of the text structure: - Title (a question containing a modal verb) - Introduction which outlines the issue/ topic and explains why it is discussed **Help me:** Identify the viewpoint presented in each paragraph. What language is used to demonstrate this? **show me:** Children help the teacher identify evidence/ facts/ quotes/ statistics in the text that support the argument.	**Starter:** Look at the picture- what issue or discussion topic might it raise? **Watch me:** Explain that as this week's assembly focus was all about plastic, we will be discussing: *'Who is responsible for plastic pollution; the consumer or the manufacturer?'* In today's lesson we are going to identify the points that blame the consumer and those that blame the manufacturer. **Help me**: Write a definition for 'consumer' and 'manufacturer' **Show me:** Using the sentence frame, select the appropriate vocabulary to compose the introduction.	**Starter:** Following on from Tuesday's lesson, children sort the conjunctions into the correct category, demonstrating their function. **Watch me:** Explain that from a grammatical point of view, there are 2 types of conjunctions: coordinating and subordinating. Remind children about 'FANBOYS' and 'A WHITE BUS' acronyms. However, explain that in discussion texts, conjunctions do 3 jobs: - shows agreement - shows opposition - adding a new point. **Help me:** use the sheet to identify conjunctions in sentences **Show me:** Which conjunctions can be used to start a sentence and which can not.

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Main task: Learn the text together as a class using actions to help the children remember. Take photos of the actions being performed as evidence for books.	**Main task**: use the sheet provided s to identify the definitions of words from the text. Then, look for synonyms for each word. **Extension** – write a sentence using a synonym for each word.	**Main task:** using the sheet provided, box up the structure and features of a discussion text using the model text. What does each section need to contain? ***Shared task***	**Main task:** children use the link and resources attached to identify facts, evidence and statements that support each viewpoint. Children then record these onto the t-chart on the google slides document. ***Children are not writing the text today. This research will be used to write our shared write back at school.***	**Main task:** children complete cut and stick activity to create their own sentences using appropriate conjunctions.

This week's reading focus: Reading Strategy 6 - Repairing the breakdown				
Monday To select a suitable strategy when inconsistency occurs	**Tuesday** To infer word meaning from context clues	**Wednesday** To use structure and organisation to clarify meaning	**Thursday** To discuss words and phrases that capture the reader's interest	**Friday** To identify and interpret information to answer questions about a text.
Input: Recap the fix-up strategies from the previous unit. How have we used these since in: Maths, History? Geography? etc Use the Anchor Chart **Main task:** Read the text on the white board together. What makes it difficult to understand? As we read through together, identify the words and phrases that cause us to lose meaning. Afterwards, categorise them to identify the specific barrier *e.g. tier 3 vocabulary, concepts outside of our prior knowledge, the organisation on the text.* For each of the barriers identified, choose an appropriate strategy from the anchor chart to aid our comprehension.	**Input:** Explain that persuasive texts often have a lot of subject specific (tier 3) vocabulary or figures of speech which can impact the reader's understanding as they are unfamiliar to them (we don't use this language each day). Using the anchor chart, model how we can use the context information, as well as our knowledge of etymology and morphology to infer the meaning. **Main task:** Children read the extract from the class text and use the context clues to infer meaning of the specified vocabulary/figures of speech. **Challenge**: find synonyms for the specified words/phrases.	**Input:** Explain that some texts (especially non-fiction texts) contain a lot of content that the reader can't connect to but that how the text is organised (into sections with subheadings) can help the reader make sense if it.. **Main task:** Read the information text (about light) and write a suitable subheading for each section, based on the information that has been included in it.	***See google classroom for online learning activity.*** Children read the discussion text and identify any words or phrases they are unfamiliar with, choosing three to complete a 'word aware' activity for.	**Main task:** Children use the language cues and the structural features to answer the questions about the persuasive text.

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Handwriting	Spelling and dictation	Vocabulary
LI: To form and join the letters: rec	*LI: To spell homophones*	**Word aware: linked to the wider curriculum**
Watch me: practise forming repeated patterns that develop the hand motion needed for this formation. ecec *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).* *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: red, ved, ves* *Main task: Children practise this formation in the context of the following words:* *reception, red, saved, waved, behaved, craves, waves, slaves, saves.*	Write this week's spelling words into the pupil planner. Find out what the words mean and use the knowledge to complete the activity. **he'll, heel, heal, nose, knows, hole, whole, leek, leak, medal, meddle, missed, mist, main, mane, made, maid, meat, meet.**	cynical cemetery melancholy panic narcissism

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	L.I: To interpret information from bar charts	L.I: To construct and present data using bar charts	L.I: To interpret information from tables to solve problems of 1 or 2 steps	L.I: To solve problems involving data presented in pictograms, tables and bar charts ONLINE LEARNING	To revise multiplication skills.
Key vocabulary and key questions	**Key Vocab:** scale, axes, value, key, interpret, difference, x axes, y axes, labels, quantity **Key Questions:** What's the same and what's different about the pictogram and the bar chart? How does the bar chart help you understand the information? What other questions could you ask about the bar chart?	**Key Vocab:** scale, axes, value, key, interpret, construct, x axes, y axes, labels, quantity **Key Questions:** How can we use the data from this table/chart/pictogram to construct a bar chart? Which scale should we use? How can we decide whether to have a scale going up in intervals of 1, 2, 5 or 10? Have you labelled the Bar Chart accurately?	**Key Vocab:** scale, axes, value, interpret, construct, bars, data, tally **Key Questions:** What information do we have? What information do we need? How can we interpret the information? How can we calculate the answer/missing information? Where is this useful in real-life?	**Key Vocab:** scale, axes, value, interpret, construct, bars, data, tally **Key Questions:** What information do we have? What information do we need? How can we interpret the information? How can we calculate the answer/missing information? Where is this useful in real-life?	**KV:** **Multiply, multiplication, times, repeated addition** **KQ:** How would we find a missing number in a multiplication equation? Spot the mistake made here? Can you explain how to fix it?
Teaching and learning activities	Starter: Existing knowledge of bar charts and recap tables of data Ping Pong 1: Retrieve data from a bar chart. Analyse the question types. Ping Pong 2: Answer questions by comparing data in a bar chart. Ping Pong3: Reason about bar chart data and accuracy.	Starter: Look through Paper 1 Arithmetic together and address any misconceptions/edit Ping Pong 1: Features of a bar chart are recapped and explored further. Ping Pong 2: Use data from other sources to complete/semi-construct bar charts. Ping Pong3: Collect, construct and reasoning	Starter: Response to marking from previous lessons Ping Pong 1: Interpret tally chart Ping Pong 2: Interpret table of data Ping Pong 3: Investigate data and reason/problem solve using it	Starter: Look through Paper 2 Reasoning together Response to marking from previous lessons Ping Pong 1: Interpret data from tables and graphs/charts. Ping Pong 2: True or false questions about the data/checking for accuracy. Ping Pong 3: Explain answers using effective examples and language.	Recap the core skills for solving a multiplication equation – address misconceptions when needed. Introduce a missing number equation, discuss how to solve, and do as a class, next provide children an opportunity to solve one themselves – address misconceptions. Provide a reasoning question to discuss as a class and talk about how to solve.

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Spanish	Music	Topic- Geography	PE
LI: To consolidate our learning Students will recap and revise the language they have learnt so far. They will continue to practise using their vocabulary in a variety of contexts, including written and conversational.	**Ukulele with Hounslow Music Service** **LI: To practise the songs ensemble on the ukulele** Children will be given the opportunity to hear and learn songs that can be played solo or ensemble contexts using the ukulele.	**LI: To explore key aspects of human geography** **Part 2:** **KQ:** What does the word export mean? Look at the prefix ex- - what other words have this prefix **Watch me:** Explain that countries export goods that they produce in order to trade and make links with other countries and make money e.g. crops, raw materials, service etc. A major sector of the Greek economy is agriculture. As a result, they export nuts and oils. One of the most popular oils is olive oil. Olives grow easily in Greece because of the warm climate. Watch the video to see how olives are turned into olive oil. What other foods are exported from Greece? **Help me/ show me:** Children recall information from their English research lesson to list any Greek foods that they know. **Main task:** Greek food is popular in the UK. In Hounslow, a new one has opened. It is called 'Alexandra (primary) the Great' and we're going to visit it! Set up 'restaurant' in year group. Children to try: - olives	**Athletics** **LI: To practice avoiding obstacles.** Children will be practicing the skill of jumping over hurdles during a running race. They will practise the safe running jump technique to avoid hitting the obstacles. **Dodgeball** **LI: To learn how to block using the ball** **Main Learning: Blocking:** Explain that in dodgeball you can use a ball to block another ball from hitting you. *Q: Can you think of other types of blocks in other sports?* **Block the ball 2v3:** In groups of five with five balls. Two players begin as the blockers and stand on one side of the court. The other three players are the throwers. The aim of the game is for the throwers to try to hit the blockers and the blockers to use their ball to block themselves from getting hit. Ask the blockers to count how many times they were able to block the ball and prevent themselves from being hit
	Computing **LI: To identify and fix bugs in a program.** Children will examine the programs they have made. They will practise examining their work for bugs, and discuss how to rectify any issues.		

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		- feta cheese - hummus and breadsticks - Greek yoghurt and honey - tzatziki - pitta bread Children to complete a tasting card for each product.	

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DT	Science	PSHCE	R.E
LI: To decorate fabric using appliqué and cross stitch **Input: Teach the teach** *How do I thread a needle?* *How do I do a basic running stitch?* *How is it different to cross-stitch?* Check you have all the materials that you will need for decorating your cushion. **Remember** to leave a border or at least 1 cm to allow space for the seam. They can mark this on with chalk. **Main Task: Make** Mr Cheatham's top tips: 1. Sew patterns or attach the appliqué patches to one face at a time (at this point they are decorating the faces). 2. Appliqué should be securely sewn on with small, neat stitches that are kept close together. 3. Decorative cross-stitches should be consistent in size and shape.	**LI: To understand how shadows are formed.** Children will discuss what they already know about shadows. They will consider where shadows can be found, and what might affect their size and shape. Children will then experiment with creating their own shadows, and predicting what they will look like.	**L.I: To start to recognise stereotypical ideas I might have about parenting and family roles** **Starter** – Play Charades. A volunteer takes a task card and mimes the action for the other children to guess. Now… complete the sentence stem: *'One of the jobs I help with at home is…'* **Main Task –** I will read out the jobs, as the children will tick whether it is a male, Female, either role. Now, compare your answers with your partner. *How are your answers similar / different?* Explain why they have come up with their ideas. Give children **10 minutes,** today, they will be designing a duvet cover. **Girls** need to design a duvet cover for **boys.** **Boys** need to design a duvet cover for the **girls**.	**LI: To examine how Hindu beliefs can be expressed through the symbol of fire.** Children will be learning about how Hindus use fire to symbolise different things within their religion. They will learn about Trimurti and how fire is correlated with Brahma, Vishnu and Shiva. They will create a poster explaining how Hindus use fire within their beliefs.

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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.

Spellings: Practise your spellings from your diary, which you received on Monday or the ones you received from your Phonics lessons.

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.

Curriculum-Based Homework: Science - investigate how shadows are formed and about sundials (how they work and when they were invented).