

Weekly Overview Year Group: 3 Week beginning: 2nd December 2024



Alexandra
Primary School
Aspire, Perform, Succeed

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English- Diary Entries				
Monday	Tuesday	Wednesday	Thursday	Friday
LI: To use emotive language	LI: To identify and apply capital letters and full stops.	LI: To write verbs in the past tense (perfect and progressive)	LI: To use causal conjunctions	LI: To discuss and record ideas (shared plan)
<p>Key Vocabulary: Past tense, diary entry, first person, perspective</p> <p>Key Questions: -How does the author convey emotion? -What literary techniques does the author use to engage with the reader? -How do authors 'show not tell'? -What examples of language help the reader identify how a character is feeling? -Which of the following are better to help the reader with visualisation? 1. <i>abstract nouns e.g. anger</i> <i>a description of physical manifestations of emotion e.g. balled fists</i></p>	<p>Key Vocabulary: capital letters, full stops, proper noun, common noun</p> <p>Key Questions: -When do we use capital letters? What is the difference between a proper and common noun? When do we use full stops?</p>	<p>Key Vocabulary: events, tense, verbs, suffix, past, recount, subject-verb-agreement.</p> <p>Key Questions: -What tense do we use when events have already happened? -What word class/es are affected by change of tense? -How do we change verbs into their past tense form? -Do all verbs follow the same rule?</p>	<p>Key Vocabulary: cause, effect, consequence, result</p> <p>Key Questions: -What are conjunctions? -What are adverbials? -How do authors demonstrate that an event doesn't happen in isolation, but rather, has been caused or pre-determined by another event? -What is a 'consequence'?</p>	<p>Key Vocabulary: Past tense, first person perspective, inverted commas, time conjunctions, paragraphs</p> <p>Key Questions: -How can we summarise the model text? -Visualise the structure of a diary entry... What would a graphic organiser look like? -How can we imitate the plot of the model text to innovate a new diary entry? -What details would we need to substitute? -How can we use...?</p>
<p>Starter: Discuss the 2 sentences on the screen. They give the reader the same information but are written differently. How might they make the reader feel?</p> <p>Watch me: Explain that this week, we will be writing our own independent diary entry for the hot-write. The perspective of this diary entry will be that of 'the boy', and will need us to write in a way that manipulates the emotions of the reader e.g. feeling sorry for the character. Look back at the sentences explored in the starter and highlight all examples of emotive language/ language that makes the reader feel a certain way (noun phrase, superlatives, repetition, abstract nouns and adverbs)</p> <p>KQ. Which of the following are better to help the reader with visualisation?</p> <ul style="list-style-type: none"> • <i>abstract nouns e.g. anger</i> • <i>a description of physical manifestations of emotion e.g. balled</i> 	<p>Discuss Capital Letters: Explain that capital letters are used at the beginning of sentences and for names or special places. Use the whiteboard to write examples and engage students in identifying errors in uncapitalised sentences.</p> <p>- Introducing Full Stops: Discuss the role of a full stop in signalling the end of a statement. Illustrate how omitting full stops can confuse readers.</p> <p>- Interactive Whiteboard Activity: Display sentences on the board without capitals or full stops. Have volunteers come up to correct them.</p>	<p>Starter Children look at the text and identify what tense it has been written in. Explain how they know.</p> <p>Watch me: Teacher to explain that because recounts are written in the past tense, our diary entry will need to be written in the past tense.</p> <p>Retrieval- What do we already know about writing verbs in the past tense? Using the example from the starter, the class will explore which words have been written in the past tense (verbs).</p> <p>KQ: How have they been changed? Using the links, the teacher will model the rules for writing verbs in the past tense. Ensure children know the difference between past perfect and present progressive.</p> <p>Help me: Match the verbs to their past tense form.</p> <p>Show me: Circle the past tense words</p>	<p>Starter: What do you notice about the highlighted words?</p> <p>Watch me: explain that the highlighted words (in the starter) are all causal conjunctions, which are used to explain events, by linking the cause/ reason for an event with the effect/ result. Introduce the 3 types of causal conjunctions (subordinate, co-ordinating and adverbials).</p> <p>Help me: sort the causal conjunctions into the 3 categories.</p> <p>Show me: Insert the causal conjunction into the correct sentence.</p>	<p>Recap the activities that the children complete during the Stone Age Boy story. Have children mind map and collaborate to create some other activities that they know people did during the Stone Age. Discuss with the class about ordering the activities they have listed into some form of chronological order. Encourage children to create some fronted adverbials to add to the activities they had listed.</p>

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fists Help me: Match the sentences to the emotion they would make the character feel				
Main task: Re-write the sentences to make the reader feel a certain way for the character (specified by the inPrint images) Then, reread the model text and highlight any examples of emotive language. We will add this to the working wall.	Have each student write three sentences about their favourite animal, including capital letters and full stops. Encourage creativity and correct use of learned punctuation. Invite a few students to share their sentences aloud with the class. Help them with corrections if needed.	Main Task: Children complete the past tense worksheets for their group.	Main task: Complete the worksheets using the word bank provided.	Main task: Children copy the plan that the class has created and then use purple pen to add additional adjectives and fronted adverbials that they could use.

This week's reading focus: **Reading Strategy 4- Determining importance**

Monday	Tuesday	Wednesday	Thursday	Friday
To identify key words and phrases in a text	To define vocabulary using context information	To explore how the writer uses language as a cohesive device	To evaluate how vocabulary, contribute to meaning	To select appropriate evidence from a text to answer questions
Children will recap their knowledge of reading strategy 4. They will practise identifying key ideas in a non-fiction text.	Children will identify key words and phrases in a text. They will then practice using the context of a word to identify its meaning.	Children will consider how words can convey ideas that link throughout a piece of writing. They will then practise identifying the vocabulary that conveys key ideas throughout a text.	Children will practise identifying key vocabulary in context	Children will use their skills to identify key knowledge in a variety of different text types.

Handwriting	Spelling and dictation	Word of the day
To form and join the letters: od	To modify words with the prefixes 'mis-' and 'dis-'	Monday: physical Tuesday: human Wednesday: population Thursday: topography Friday: infrastructure Children explore the meaning of the words, use them in sentences and complete a 'word wizard' activity for their favourite one. <i>*Across the half term, each child presents their favourite 'word of the day' to the class through games such as hangman.</i>
<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: <i>We will then learn how to form groups of letters, requiring this join, The teacher will model this, and children will trace/ copy: od, oo, oa</i></p> <p>Main task: Children practise this formation in the context of the following words: <i>log, lodge, food, wood, book, soon, odd, moon, foggy</i></p> <div style="text-align: center; font-size: 2em; color: #4682B4; font-family: cursive;">odod</div>	<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: #008000;">disappoint, misbehave, disagree, mislead, disobey, misspell, dislike, misplace, disappear, misunderstand</p>	

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	L1: To divide by 4	To recognise multiplication facts for 4	To multiply by 8	L1: To divide by 8	To recognise multiplication facts for 8
Key vocabulary and key questions	<p>Key Vocabulary: sharing, grouping, repeated subtraction, equal groups, problems</p> <p>Key Questions: What information do we have? What information do we need? How can we work out the missing information? How can we check?</p>	<p>Key Vocab: quotient, repeated subtraction, divisor, dividend, equal groups, lots of, grouping, sharing.</p> <p>Key Questions: What do we know already? What is the difference between grouping and sharing? What resources and images can we use to help? What strategy will you use? Why?</p>	<p>Key Vocab: quotient, repeated subtraction, divisor, dividend, equal groups, lots of, grouping, sharing.</p> <p>Key Questions: What do we know already? What is the difference between grouping and sharing? What resources and images can we use to help? What strategy will you use? Why?</p>	<p>Key Vocab: quotient, repeated subtraction, divisor, dividend, equal groups, lots of, grouping, sharing.</p> <p>Key Questions: What do we know already? What is the difference between grouping and sharing? What resources and images can we use to help? What strategy will you use? Why?</p>	<p>Key Vocab: multiples, repeated addition, factors, products, times, lots of, groups of, equal, double, double again, double 3 times.</p> <p>Key Questions: What do we know already? How can we solve this? How can we check? What patterns are there?</p>
Introduction and learning	<p>Show children a visual representation of dividing a number into groups. Use children to help explain the example. Children draw out the division on whiteboards. Repeat and address misconceptions. Show children how to use bar models to represent divisions by 4.</p>	<p>Recap with children the skill of counting by 4's using the video: https://www.youtube.com/watch?v=pkclJn5HrMI&ab_channel=ScratchGarden Show children the 4 times tables and discuss how they can spot the patterns found within this multiplication. Show children a visual representation for multiples of 4 and ask them to fill in the blanks. Repeat process and discuss the misconceptions Children need to complete the comparison equations. Discuss the reasoning problem as a class and demonstrate how we can partition a 2-digit multiplicative to help us solve these problems.</p>	<p>Recap with children the skill of counting by 8's using the video: https://www.youtube.com/watch?v=3kAWgxcQG8I&ab_channel=ScratchGarden Show children the 8 times tables and discuss how they can spot the patterns found within this multiplication. Show children a visual representation for multiples of 8 and ask them to fill in the blanks. Repeat process and discuss the misconceptions Children solve and discuss how to solve the word problems using skills learnt.</p>	<p>Show children the 8 times tables and discuss how they can spot the patterns found within this multiplication. Show children how to represent the different connotations of grouping and discuss how they are similar or different. Discuss solving the word problem and allow children a chance to independently complete this - identify and address any misconceptions.</p>	<p>Recap with children the skill of counting by 8's using the video: https://www.youtube.com/watch?v=3kAWgxcQG8I&ab_channel=ScratchGarden Show children a visual representation and discuss using arrays to support them answering multiplication equations. Show children how to work backwards to solve a missing number equation. Provide children with a chance of solving multiplication problems using arrays, working independently.</p>
Activities and application of learning	<p>T1: Children complete the stem sentences using the visuals as support. T2: Children draw out the division equations. T3: Children solve division word problems.</p>	<p>T1: Children solve multiple facts. T2: Children are to use their knowledge of multiplication facts to find the missing numbers from the equations. T3: Children use multiples knowledge to explain their answers for the reasoning problems.</p>	<p>T1: Children use visuals to support the completion of the stem sentences. T2: Children use bar models to help solve multiplication facts. T3: Children solve word problems.</p>	<p>T1: Children use visuals to support the completion of the stem sentences. T2: Children use bar models to help solve multiplication facts. T3: Children solve word problems.</p>	<p>T1: Children use visuals to support the completion of the stem sentences. T2: Children are to use their knowledge of multiplication facts to find the missing numbers from the equations. T3: Children sort the numbers into the appropriate areas of the venn diagram.</p>

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

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Spanish	Reading- 20 minutes daily	Geography	PE
<p><u>LI: To identify the key colours in Spanish</u></p> <p>Students will recap their prior knowledge of Spanish numbers. They will then be introduced to the key colours in Spanish, and practise identifying them in a range of situations.</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>LI: To compare urban and rural locations</u></p> <p><u>LI: To explore land use in the UK</u></p> <p>Explain that a settlement is a location where people live. There are different types/ sizes of settlement and these meet the specific requirements of the settler e.g. industry, trade, agriculture. Explain how this impacts land use in each settlement. Using the settlement diagram, model how some settlements are classified as urban and some are rural (children complete urban and rural definition on their knowledge organiser).</p> <p>Main Task: Children will be writing a letter explaining the benefits and disadvantages of a building plan and use of land activity.</p>	<p><u>Tag Rugby (Invasion games)</u></p> <p><u>LI: To develop defending skills and use them in a game situation.</u></p> <p>Main Learning:</p> <p>1. Children play a mini-game of 1v1, one child starts at the cone, their aim is to reach the second cone before their partner tags them.</p> <p><u>LI: To develop dribbling a ball with your hands.</u></p> <p>1. Exploring dribbling: Children have a ball each and find a space. They need to find a space and practise dribbling their ball with their hand. Dribbling with one hand, on the spot, with their eyes closed, whilst hopping, moving sideways.</p>
PSHE	Science	DT	R.E
<p><u>LI: To tell you about a time when my words affected someone's feelings and what the consequences were.</u></p> <p>Children will listen to Harlon's story, as they do they will be asked to complete different sections of the kite, Section 1 - the children will be asked to think about the possible conflict/negative consequences in the story, Section 2 – they will be asked to record how they think Harlon will be feeling after receiving the negative comments Sections 3 – the children will be asked to write/draw some ideas that Harlon could use to solve the problems he is experiencing. Section 4 – They will complete the kite but writing/drawing whether they think Sophia getting involved will help or not.</p>	<p><u>LI: To explain that humans need the right nutrition.</u></p> <p>Children will be learning about the different food groups and how this creates a balanced diet. They will learn how these different food groups affect different aspects of their body and day to day life.</p> <p>Children will then be matching foods to the food groups and explaining their answers for the reasoning problems.</p>	<p><u>LI: To create and decorate a foam pouch for the Micro:bit, using a template</u></p> <p>As a class we will recap on the key features our pouch needs and refer back to our plans from the previous lesson before using the template as a stencil to make a foam pouch that can hold a Micro:bit.</p> <p><i>How well does the pouch hold the Micro:bit?</i> <i>Can the Micro: bit be seen flashing in the pouch? (Fit for purpose)</i></p>	<p><u>To analyse religious and non-religious guidance</u></p> <p>Children will be learning about the worldview of Buddhism and the important teachings of Buddha. They will learn about what it means to be a Buddhist and about the 5 precepts of Buddhism. Also, they will learn about the Eightfold Path and how this guides Buddhist's lives. Children will work together to order and group the different pieces of guidance.</p>



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Homework	Computing	DT (CAD)
<p><i>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.</i></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>LI: To identify the need to work consistently and carefully.</p> <p>Children will use the storyboard they created last week to make their own stop motion animation.</p>	<p>LI: To write a program to control (button press) and /or monitor (sense light) to initiate a flashing LED algorithm (code) What key features do Micro:bits have?</p> <p>Children will recap what micro:bits are and look through their design criteria to discover what their codes must instruct the micro:bit do (flash on and off)</p> <p>Children will be using iPads and the Micro:bit App to create a new project. Children will need to find the correct coding block to set a visual effect on a button press. Once the code is complete, they will have the chance to test and debug their program before saving it ready to download onto their micro: bits.</p>

Homework: Science Focus

We would like children to create a balanced, nutritious meal. We would like them to photograph their meals and their making process. Once completed, we would like the children to explain why they chose different ingredients and why it is part of keeping us healthy.