

Weekly Overview Year Group: 3 Week beginning: 4th November 2024.



Alexandra
Primary School

Aspire, Perform, Succeed

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English:	Instructions: How to wash a Woolly Mammoth			
Monday	Tuesday	Wednesday	Thursday	Friday
VR Workshop	<i>To compose a set of instructions (cold write)</i>	<i>To identify the purpose of a text (comprehension)</i>	<i>To retrieve and record information from non-fiction</i>	<i>To participate in discussion about a text</i>
	<p>Key vocabulary: Purpose, audience, fiction, non-fiction, features, instructions, command</p> <p>Key Questions: -What type of text is this? - Is it fiction or nonfiction? -What other type of instruction texts can you think of?</p>	<p>Key vocabulary: Purpose, audience, fiction, non-fiction, features, instructions, command</p> <p>Key Questions: -What type of text is this? - Is it fiction or nonfiction? -What other type of instruction texts can you think of?</p>	<p>Key vocabulary: Purpose, audience, fiction, non-fiction, features, instructions, command</p> <p>Key Questions: -What type of text is this? - Is it fiction or nonfiction? -What other type of instruction texts can you think of?</p>	<p>Key Vocabulary: instructions, prepositions, imperative verbs</p> <p>Key Questions -Why would it be difficult to clean a real woolly mammoth? -What type of text is this? -How do the pictures help us to understand the text? -Do the pictures always match what the text says?</p>
	<p>Starter: Odd one out- which of the following would not be found in a set of instructions?</p> <p>Watch me: Recap our learning from yesterday's lesson and our prior learning from year 2. Explain that today, we are going to write a set of instructions, independently.</p> <p>KQ: What sort of topics are instructions written about? Introduce the 'cold- write: How to create a stone-age cave painting.</p> <p>Help me: Together, look at the photographs from our 'Stone Age' workshop. Generate a list of verbs that might be useful when completing today's task.</p> <p>Show me: generate examples of language that gives the reader more information about how and when to perform the actions.</p>	<p>Starter: Play 'Simon says'.</p> <p>Watch me: Explain that the main component of the starter game was giving and following instructions.</p> <p>KQ: What are instructions? Explain that over the next two weeks, we will be learning how to write instructions</p> <p>Help me: Look at the different examples of 'instructions' who might their audience be?</p> <p>Show me: Sometimes instructions are very complex and refer to objects that the reader doesn't have prior knowledge about. What technique does the author of this set of instructions do to overcome that?</p>	<p>Starter: link to prior learning- on screen, show a story map of 'Stone Age boy' (our previous unit). Ask children to explain the process we went through to create the story map and what each symbol represents.</p> <p>Watch me: Explain that in order to create a story/ text map, we need to be able to summarise the text (link to this week's reading strategy (summarise and synthesise).</p> <p>To be successful, we need to:</p> <ol style="list-style-type: none"> 1. read the text 2. identify the genre and purpose 3. Identify the main points 4. Recognise the order of events <p>Help me/ show me: Together, read 'How to wash a Woolly Mammoth' and carry out the success criteria.</p>	<p>Starter: Recap on prior knowledge- children to put the images from 'How to wash a Woolly Mammoth' in the correct order to retell the text.</p> <p>Watch me: KQ- What does 'discuss' mean? How do we discuss a topic? Explain that 'discuss' means: to talk or write about (a topic) in detail, taking into account different issues or ideas. Today we will be discussing why the task of cleaning a woolly mammoth is so difficult, according to the text. How achievable would this task be with a real woolly mammoth?</p> <p>Help me: In order to discuss properly, acknowledging the views of others, what rules do we need to follow? Together, create a set of 'class discussion' rules.</p>
<p>Main task: Children use the ideas generated and their prior knowledge to compose their 'cold-write' on the blue lined paper (to then be stuck into their APS books).</p> <p>*This will then be used to identify the children's writing targets for the unit.</p>	<p>Main task: Children read the text: 'How to make a flint axe', and answer the questions in their book.</p> <p>Extension: How has the author made sure that the text succeeds in its purpose for a variety of readers? What could be done better?</p>	<p>Main task: Children use the flowchart template, and the information we derived in the 'help me/show me' section, to create a text map of 'How to wash a Woolly Mammoth'.</p>	<p>Main task: Children come up with as many reasons as they can to explain why cleaning a woolly mammoth would be difficult, and record this information on their sheet.</p>	

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This week's reading focus: **Reading Strategy 8- Summarising and synthesising (linked to Topic)**

<u>LI: To identify the key points in a text</u>	<u>LI: To summarise information from a text</u>	<u>LI: To synthesise information from more than one text</u>	<u>LI: To select and combine information from various sources</u>
<p>Input: In previous weeks, we developed Reading Strategy 4. Today we will be using those skills to help us when summarising and synthesising.</p> <p>Summarising is: to give an outline of a topic, identifying the key ideas.</p> <p>Synthesis is: the joining together of information from different places to create an idea.</p> <p>Model how we can use 'determining importance' in achieving this.</p> <p>Activity: The children will read the non-fiction text about the topic. Using 'who, what, where, when, when, and how' as focal points, children work in pairs to identify the key information.</p> <p>Plenary: Children add these ideas to their mind map.</p>	<p>Input: Following the IWB, the children will learn how to use skills in order to help them to be able to summarise information from a text.</p> <p>Activity: The children are to complete the 'What makes a good summary' activity on the board by reading the text and identify the main points and then decide which summary is the best.</p> <p>Plenary: The children are to use the book they are reading and see if they can summarise the text so that their summary fits on a square Post-it Note.</p>	<p>Input: Synthesising is an important reading strategy, especially if the reader is reading for the purpose of researching. "syn" means together- and so, synthesising is the process of pulling together background knowledge, newly learned ideas, connections, inferences and summaries from more than one text.</p> <p>This is what we have been doing on our mind-map.</p> <p>Activity: Children read the text and using the subheadings, record their selected information onto their on-going mind map</p>	<p>Input: Following the IWB, the children will learn that when readers synthesise information, they bring together facts from multiple sources to create an overall understanding of the material. Readers blend their background knowledge, new information from the reading, and facts learned in discussion to develop a deeper level of comprehension. The children will be taught that one easy approach to learning synthesising is the REST method.</p> <p>R – read two different sources about a topic and record ideas.</p> <p>E – edit notes and combine concepts that are similar.</p> <p>S – synthesise by combining notes with what you already know about the topic.</p> <p>T – think about your new ideas and connect them to what you already know</p> <p>Activity: The children are to use the ipads and topic books to answer the potential questions a reader might have and add this information to their mind map.</p>

Handwriting	Spelling and dictation	Word of the day
<p>To form and join the letters: ee</p> <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> <div style="text-align: center; font-size: 2em; color: #00aaff; font-family: cursive;">eee</div> <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: ee, ea, ed</p> <p>Main task: 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"> 1. Children write this week's spelling words into their pupil planner 2. Find out what the words mean and use the knowledge to complete the activity. <p style="text-align: center; color: #00aaff;">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><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
	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.
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>
Introduction and learning	<p>Show children some visuals alongside the column method for subtracting numbers and discuss solving the equation together.</p> <p>Provide children with their own equation to solve and address any misconceptions.</p> <p>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.</p> <p>Provide children with their own equation to solve and address any misconceptions.</p> <p>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.</p> <p>Discuss a word problem with the class and the language that is being used. Allow children time to independently solve equations.</p> <p>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.</p> <p>Provide children with their own equation to solve and address any misconceptions.</p> <p>Show children a missing number equation and they use their knowledge of column subtraction to find the missing numbers.</p>
Activities and application of learning	<p>T1: Children can use the visuals provided to support them with the subtractions.</p> <p>T2: Children solve the equations using the 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 solve the equations using the 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 solve the equations using the 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 solve the equations using the 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><u>LI: To locate Spain, Madrid and a few key cities on a map.</u></p> <p>Children will learn more about Spain, and about the Spanish language. They will learn about the many countries and peoples that speak Spanish, and practice locating some key locations in Spain.</p>	<p><u>LI: To identify different bones in the body.</u></p> <p>Children will be learning about the bones of the human body and the different functions that these have. They will learn the scientific names of these bones. Children will then be labelling the bones using a diagram of the human body.</p>	<p><u>Invasion Games (Tag Rugby)</u> <u>L.I: To develop throwing, catching and running with the ball</u> Main Tasks: Children practise passing the ball in pairs, as instructed by teacher and video. This progresses to passing on the move and finally into passing in 3s whilst avoiding a defender. Finish with a game where they avoid the defender passing on the move.</p> <p><u>L.I: To communicate positively as a member of a team</u> Main Task: Children complete different team and communication activities, focusing on Social Skills and being positive and constructive. -Order into height, alphabetical, age order on a bench or line - without talking. -Human knot - untangle themselves safely with positive reinforcement. -Cross the river activity.</p>
	Computing	
PSHE	Topic	R.E
<p>To understand that everybody's family is different and important to them. Input: Children discuss in pairs the similarities and differences with their families. They then are shown various photos of different groups of people and asked - how are they connected? Challenge positively and delicately misconceptions and stereotypes. They are all FAMILY. Discuss what makes them a family.</p>	<p><u>LI: To reflect on prior knowledge and form Geographical questions</u> Starter: show children a blank map of the UK. What is the picture of? How do you know? Watch me: Introduce the children to their new topic: <i>Where on earth is the UK?</i> Mini task: Children stick the unit cover page (with the skills that will be covered) into their Geography book. Help me/ show me: On the appropriate section on the Knowledge organiser, children record the facts that they already know about the UK. Main task: Using the question prompts, children generate their enquiry questions for the unit. <i>*Questions and prior knowledge to be added to the relevant section on the working wall.</i></p>	<p><u>LI: To explain what morals are.</u> Children will be exploring the concept of morality and what they believe this means. We look closely at the Humanist views on morals and how Humanists make moral decisions. Children will be discussing statements and judging how accurate they feel the statements are when discussing morals.</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

Reading – 20 minutes daily

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.

- Additional reading resources can be found on Reading Plus, Bug Club and Collins Big Cat books.

-Remember to record what you have read in your diary, and get the adult you have read with to sign it.

Challenge: Write a piece of 'fan fiction.' Think about what happens after the story ends. Write the next chapter.