

Weekly Overview Year Group: 3 Week beginning: 6th May 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:	English - Greek Myths			
Monday	Tuesday	Wednesday	Thursday	Friday
Bank Holiday	<p>LI: To discuss and record ideas (Shared plan- continued from Friday)</p> <p>Key Vocabulary: allegory, tale, story, myth, legend, genre, plot, fable, lesson, fantastical, creature, quest, magical, supernatural, culture, villain, hero, character, setting, conflict, resolution, metamorphosis</p> <p>Key Questions: <i>When planning a myth, what information is important to share with the reader and when, without giving the plot away too soon?</i> <i>How important is the setting and character 'origin' in texts such as a myth?</i></p>	<p>LI: To use adverbial phrases LI: To use commas after fronted adverbials</p> <p>Key Vocabulary: allegory, tale, story, myth, legend, genre, plot, fable, lesson, fantastical, creature, quest, magical, supernatural, culture, villain, hero, character, setting, conflict, resolution, metamorphosis</p> <p>Key Questions: <i>What is an adverb?</i> <i>What purpose do adverbs have?</i> <i>What questions of the reader can adverbs answer?</i> <i>How can adverbs be classified?</i> <i>How can adverbs be modified so they become an adverbial phrase?</i> <i>How can we start sentences with adverbs/ adverbial phrases?</i></p>	<p>LI: To use descriptive writing (short Burst Writing)</p> <p>Key Vocabulary: allegory, tale, story, myth, legend, genre, plot, fable, lesson, fantastical, creature, quest, magical, supernatural, culture, villain, hero, character, setting, conflict, resolution, metamorphosis</p> <p>Key Questions: <i>When planning a myth, what information is important to share with the reader and when, without giving the plot away too soon?</i> <i>How important is the setting and character 'origin' in texts such as a myth?</i></p>	<p>LI: To use a variety of openers (shared write)</p> <p>Key Vocabulary: allegory, tale, story, myth, legend, genre, plot, fable, lesson, fantastical, creature, quest, magical, supernatural, culture, villain, hero, character, setting, conflict, resolution, metamorphosis</p> <p>Key Questions: <i>When planning a myth, what information is important to share with the reader and when, without giving the plot away too soon?</i> <i>How important is the setting and character 'origin' in texts such as a myth?</i></p>
	<p>Starter: On the screen, show images of the four seasons. Ask the children to discuss this with their children, recording any facts they know about the seasons around the images.</p> <p>Watch me: Explain that for our shared-write we will be composing a myth which answers the question: Why are there seasons? Today, we will be planning that myth.</p> <p>KQ: What things will our plot need to include? From other myths that we have read so far, we will need a hero/ protagonist, villain/ antagonist, magical object, mythical creatures.</p> <p>Help me: Using ideas we have already, on the mind map, plot different scenarios that could have resulted in seasons. Then, read a few examples of existing myths from around the world that explain weather/ seasons. Also record these ideas around the mind map</p> <p>Show me: Plan the rest of the plot ingredients that will be included in our myth.</p>	<p>Starter: On screen, show children extracts from the model text where the adverbial phrases have been underlined.</p> <p>KQ: What part of speech has been underlined? What purpose does this part of speech perform?</p> <p>Watch me: Explain the role of adverbs and the extra information they give the reader about how a verb has been carried out.</p> <p>Mini task: Teacher to read out different sentences where a verb is described using an adverb. Children will act this out.</p> <p>Help me: Children match the adverbs/ adverbial phrases on the screen to the 5Ws, to show the additional information they give the reader.</p> <p>Show me: Correct the sentences by inserting a comma at the appropriate place after a fronted adverbial.</p>	<p>Starter T;T;Y;P: Who/ what is your favourite book character of all time and why? Children feedback their ideas to the class.</p> <p>Explain to the class that one of the important jobs an author needs to do is make the protagonist (main good character) relatable and likeable and the antagonist (main for) unlikeable and mean. That way, when readers read the story, they want the main character to achieve their quest and defeat the foe. Readers feel like they are best friends with the main character and are rooting for them to win.</p> <p>Watch me Use the 5 senses to generate adjectives and nouns about the mythical picture, using the images as a stimulus.</p> <p>Help me: Convert the adjective and adverb to a simile.</p> <p>Show me: On whiteboards, write a simile about the picture.</p>	<p>Starter: Match the 'opener' type to its definition.</p> <p>Watch me/ Read the extract from 'Imelda and the model text and identify how a variety of openers have been used and the effect that this has had on the reader.</p> <p>Help me: Improve the sentences by ensuring they open with:</p> <ul style="list-style-type: none"> • adjective • adverbial • simile <p>Show me: Using the picture prompt, write sentences that have the following openers:</p> <ul style="list-style-type: none"> • rhetorical question • onomatopoeia • speech • abstract noun

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<p>Main task: Using the ideas generated in the lesson, and the structure generated earlier in the week, children and the teacher complete the boxing-up grid for their myth.</p>	<p>Main task: Children complete their worksheet</p>	<p>Main task: Children use the word banks and images of the mythical creatures provided to write descriptive sentences/ phrases.</p>	<p>Main task: Together, using the skills developed in today's lesson, children and teacher to share-write the introduction/ setting and build-up of our story.</p>
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This week's reading focus: **Reading Strategy 8**

<h2>Bank Holiday</h2>	<p>Monday To identify the main points in a text</p>	<p>Tuesday To order information from a text</p>	<p>Wednesday To summarise information from a text</p>	<p>Thursday To select key information from more than one question</p>
	<p>Read a short myth with the class. Identify and draw the key events in the text as a small story map - limit to 5 stages only. (Comic Strip Myth)</p>	<p>Building on the identification of the main points in a text, the children have to sequence the key events accurately.</p>	<p>Children have to identify the correct summary of a new myth that we share. They then summarise one together, choosing the correct sentence strands that fit best.</p>	<p>The 2 myths from the Reading Lessons this week are compared and the children select the correct information from each to answer questions.</p>

Handwriting	Spelling and dictation	Vocabulary
<p>LI: To form and join the letters; ly</p>	<p>LI: To spell words with an unstressed vowel.</p>	<p>Word aware:</p>
<p><i>Watch me: practise forming repeated patterns that develop the hand motion needed for this formation.</i></p>  <p><i>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).</i></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:</i></p> <p>ily, ify, ity</p> <p>Main task: Children practise this formation in the context of the following words: Correctly, clarify, fly, cruelly, happily, slyly, slowly, shyly, lightly</p>	<p>heaven, deafening, definitely, desperate, business, dictionary, library, miserable, different, interesting, frightening, secretary</p> <p>Write this week's spelling words into the pupil planner. Find out what the words mean and use the knowledge to complete the activity.</p>	<p>architecture democracy myth mythical pottery</p>

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	BANK HOLIDAY	<u>To use am and pm.</u>	<u>To identify years, months, and days.</u>	<u>To identify days and hours.</u>	<u>To use start and end times.</u>
Key vocabulary and key questions		KV: am, pm, hours, minutes, morning, dawn, dusk, afternoon KQ: How do we know if a time is daytime or night time? How many hours are in a day? Which comes first, am or pm?	KV: am, pm, hours, minutes, days, months, years KQ: How many months have ____ days? How many months make a year? How many days a year?	KV: am, pm, hours, minutes, days, months, years KQ: How many hours make a day? How many days in a week? How many hours in a week?	KV: am, pm, hours, minutes, days, months, years, duration KQ: How can we find the duration of ____? Which is the longest/shortest time?
Introduction and learning		Children will discuss the concept of telling the time between morning and afternoon times. Discuss the use of both am/pm but also a 24-hour clock. Ask children to choose the correct times between the scenarios being given - is it a am or pm time? Children will order the times shown using knowledge of am/pm.	Introduce with the class the rhyme for remembering the number of days within the months. Get children repeating to help them remember. Discuss some other concepts of number of weeks in a standard month etc.	Introduce children to the concept of the number of hours that make a day - talk about a 24-hour clock. Get children using multiplicative knowledge to find out how many hours are in various numbers of days.	Children will be discussing and learning about the term duration and how it links to time. They will then talk through solving some duration-based problems and the teacher will explain how we can use adding and subtracting skills to help us with these.
Activities and application of learning		T1: Children put the scenarios into either morning or afternoon groups. T2: Children must order the times correctly. T3: Children solve reasoning problems about am and pm.	T1: Children write down the facts for the days of the months. T2: Children use their knowledge to solve the questions based on a singular month. T3: Children solve reasoning problems for months and days.	T1: Children match the numbers with the time related factual statements. T2: Children use multiplication skills to solve the problems. T3: Children solve reasoning problems about days and hours.	T1: Children will find out how long a time is in minutes. T2: Children will solve word problems by finding durations. T3: Children will use skills of duration to make comparisons.

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Spanish	Music	Computing	PE
<p><u>LI: To revise vocabulary for the body</u></p> <p>Children will revise and consolidate their knowledge, then independently use their new vocabulary in a variety of forms and contexts.</p>	<p>Ukulele with Hounslow Music Service</p> <p><u>LI: To perform the songs ensemble on the ukulele</u></p> <p>Children will be given the opportunity to hear and learn songs that can be played solo or ensemble contexts using the ukulele.</p>	<p><u>LI: To understand that social media platforms have rules to keep us safe.</u></p> <p>Children will share what they already know about social media platforms. They will then discuss what rules social media platforms have, such as age restrictions. Children will learn that social media platforms have age restrictions of 13 or 16 and above, and that these rules are there to help keep children safe.</p>	<p><u>Football</u></p> <p><u>L.I: To apply the rules and tactics you have learnt to play a football tournament</u></p> <p>Main Learning: Set out two or three pitches, each with cones 4m wide for goals. Referees: One child from each team will help referee each game. They will also need to keep the score. Rotate this person each time the pupils play a new game. Remind all children that the referee's decision is final and it is important to be respectful of the referees, teammates and opponents always. Order of play: For four teams: Pitch 1 1v2 1v3 1v4 Pitch 2 2v4 3v4 2v3</p> <p><u>Athletics</u></p> <p><u>LI: To develop officiating and performing skills</u></p> <p>Main Learning: In groups of six, children complete the following stations as a carousel. They will work in pairs within their group. At all stations three children will work at a time whilst their partner helps to count and measure, except for the relay station in which all six children will work together</p>



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Art	PSHCE	R.E
<p>LI: Use equipment and media with confidence. LI: To construct a simple base for extending and modelling.</p> <p>Using the skills developed over the last few weeks, children create their vase, using the clay and the tools provided.</p>	<p>L.I: I know how to express my appreciation to my friends and family Main Task – Today, you will be making a streamer: You will have 3 strips; the strips will be: One representing a friend One representing a family member One for a child they don't know but who they respect On each strip to complete the sentence: You are special to me because...</p>	<p>To investigate water's symbolism and role in various religious rituals. Children will be learning about how water is used across a variety of different religions. They will discuss comparison between these and the use of water. Children will be writing down comparisons between baptisms, Wudu and Amrit ceremonies.</p>

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: We would like you to pick a Greek Myth of your choice and turn it into a small comic book. You can design it whatever way you would. There will be prizes for the best presented myths.