

Weekly Overview Year Group: 3 Week beginning: 8th July 2024.

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English- Discussion Texts	English - Comics			
Monday	Tuesday	Wednesday	Thursday	Friday
<p>LI: To organise non-fiction into paragraphs.</p>	<p>LI: To participate in discussions and roleplay.</p> <p>LI: To identify the themes and conventions of a text</p>	<p>LI: To read texts that are structured in different ways.</p> <p>LI: To identify how language, structure and presentation contribute to meaning</p>	<p>LI: To discuss and develop ideas</p> <p>LI: To identify and summarise key points</p>	<p>LI: To adapt language and style for a range of purposes and contexts</p> <p>LI: To integrate dialogue in narratives to convey character and advance the action.</p>
<p><u>Key Vocabulary:</u> emotion, feeling, audience, impact, persuade, manipulate</p> <p><u>Key Questions:</u> What is the structure? How are sentence openers used? Why is more formal language important in discussion texts? Why will we need to consider the sentence structure when using subordinate conjunctions?</p>	<p><u>Key Vocabulary:</u> comic, graphic novel, character, illustration, speech bubbles, panel, frame, balloon, bubble, tier, caption, script, gutter</p> <p><u>Key Questions:</u> What is a comic? What is the difference between a comic and a graphic novel? Who is the intended audience of a comic?</p>	<p><u>Key Vocabulary:</u> comic, graphic novel, character, illustration, speech bubbles, panel, frame, balloon, bubble, tier, caption, script, gutter</p> <p><u>Key Questions:</u> How are comic strips similar/ different to other narratives? How are comics structures? What are the features of a comic</p>	<p><u>Key Vocabulary:</u> comic, graphic novel, character, illustration, speech bubbles, panel, frame, balloon, bubble, tier, caption, script, gutter</p> <p><u>Key Questions:</u> What are the main events of the story? What panel layout will we need? Who are the characters? What is the setting and how can we portray this?</p>	<p><u>Key Vocabulary:</u> comic, graphic novel, character, illustration, speech bubbles, panel, frame, balloon, bubble, tier, caption, script, gutter</p> <p><u>Key Questions:</u> How is dialogue presented in a comic? How are speech bubbles varied to convey mood, character personality and volume? How is the character developed through illustration? Are simple or detailed illustrations best?</p>
<p><u>Starter</u> Look at the text on screen. How could you improve it?</p> <p><u>Watch me:</u> Teacher to revise the rules for paragraphs and using the plan, explains how we will be turning our shared plan into the complete text today- part shared and part independent.</p> <p><u>Help me:</u> Look at the topic sentence and three evidence points on screen. Using the plan from last week's lessons, help me to reconstruct them as a paragraph. Children share ideas and the teacher models and</p>	<p><u>Starter:</u> On screen, show a variety of characters that the children are familiar with.</p> <p>KQ: Where are they from?</p> <p><u>Watch me:</u> Following on from the starter activity, explain that they are from/ originated in comics/ graphic novels and that we are going to be creating our own comic this week.</p> <p><u>Mini task:</u> Children use their skills of making connections to recall any prior knowledge they have about comics or their purpose and audience.</p> <p><u>Help me:</u> Read the model text together 'Pandora's Box' by Marcia Williams. How</p>	<p><u>Starter:</u> Yesterday, we read a comic version of 'Pandora's Box' and noted that the stories were retold in different styles. Recall some of the key differences in style, language and organisation that we noticed?</p> <p><u>Watch me:</u> Introduce the main features often found in comics and graphic novels.</p> <p><u>Mini task:</u> Using the features that were just introduced, children go on a scavenger hunt for the comic/ graphic novel they have been given.</p> <p><u>Help me:</u> identify and label the types of panels used in the model text.</p>	<p><u>Starter:</u> Show children images from 'Who let the Gods out?' and 'Jimmy and the Pharaoh'.</p> <p>KQ: In what ways are the themes of these two texts similar and in what way are they different?</p> <p><u>Watch me:</u> Explain that we are going to create a comic of our own where the Greek Gods manage to find their way into modern times, causing chaos (it's up to us to decide if they are evil or just scared). The protagonist of our story must find out how this has happened and find a way to send them back.</p> <p><u>Mini task:</u> In pairs, discuss the following</p>	<p><u>Starter:</u> On screen, show the same section of the model text in the following genres:</p> <ul style="list-style-type: none"> ● narrative ● playscript ● comic <p>KQ: What is the main focus of each and how is that aspect of the plot laid out? Why might that be?</p> <p><u>Watch me:</u> Explore the way in which dialogue is used to move the narrative on in a comic and the different types of bubbles/ balloons used to organise the dialogue. Demonstrate how special effect balloons are used to convey mood and</p>

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<p>supports them in expanding the ideas into full sentences and paragraphs</p> <p>Show me: Show the children how to include a variety of openers as well as the conjunctions we looked at on Friday. On whiteboards, Children will suggest appropriate linking language.</p>	<p>is this text type different to the story version of this narrative? Teacher will follow this up with a quick introduction of the genre, including the concepts, style and organisational devices it uses.</p> <p>Show me: Using our connections, identify the purpose and audience of this genre.</p>	<p>Show me: How dialogue is demonstrated in the model text and label it.</p>	<p>questions:</p> <p>How have they found their way into modern times? Was it by their own design, an accident, or was it due to the involvement of a villain? How does the main character become involved? How is the situation resolved?</p> <p>Help me: Use a boxing up template to record the key points of our story (summarised to brief phrases and keywords)</p> <p>Show me: The protagonist, antagonist and any other important information</p>	<p>volume.</p> <p>Help me: to add dialogue to our plan using the skills we learned from the play script unit</p> <p>Character: dialogue (verbs, adverbs and adjectives).</p> <p>Show me: What the main character looks like. Using the Minnie the Minx tutorial, adapt the basic formation to suit our character e.g. different hair, clothes, facial expression.</p>
<p>Main task: Use the plans from last week and the word banks to independently write the (consumer) paragraph. The teacher supported the (manufacturer) paragraph.</p> <p>Self-assessment: Using the checklist, children assess their work, ensuring they have included the appropriate structure and language features.</p> <p>Plenary: Partner to give 2 stars and a wish Use a purple pen to act on the wish.</p>	<p>Main task: Children read the model text again and act it out to internalise not only the story but their understanding of the text layout.</p>	<p>Main task: Using the list of features to help them, children work in pairs to identify and label the features found in the model text.</p>	<p>Main task: Using blank panels, as a class, write a plan for our comic story, organising it onto the panels. This will be broken down much further than our ideas earlier. We will need to ensure that we plan the setting, action and characters in each panel box. We will also need to decide what panel designs we use.</p>	<p>Main task: Using the knowledge about comics that we have gathered this week, and the writing skills we have developed all year, begin to compose the comic strip.</p>

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This week's reading focus: **Reading Strategy 7-Inference**

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>To use background knowledge and text evidence to interpret events/ actions (social, moral, historical)</p>	<p>To apply prior/ concept knowledge</p>	<p>To use cohesive devices to interpret meaning</p>	<p>To identify text evidence to form character profile</p>	<p>To visualise event order from sequencing language</p>
<p>Starter: Children will recap what inference is, and how we infer, through the game.</p> <p>Watch me/ help me/ show me: Children will then look at several excerpts from a Greek myth. They will use their prior knowledge and contextual understanding to infer further details about the event and characters in the story.</p> <p>Main task: Children will create a character profile for the selected character.</p>	<p>Starter: Using the Anchor chart, recap the techniques that readers use to infer (text clues + Prior knowledge and connections).</p> <p>Watch me/Help me/ show me: Explain that in each of the sentences we just read contained language that enabled us to match the picture to the sentence:</p> <ul style="list-style-type: none"> ● nouns ● adjectives ● prepositions ● verbs ● adverbs. <p>Main Task: Together, read a different Greek Myth together and identify the verbs and adverbs, using the key to text-mark.</p>	<p>Starter: Children look at the images on screen and match each to the correct sentence to caption them.</p> <p>Watch me: in Comic Strips- other than dialogue, the only language is in the bubbles and balloons. Point out why these pieces of language (verbs, prepositions, adverbs, nouns, adjectives) are helpful when making inferences as they make us visualise Explain why this is important, especially as the text is set a long time ago.</p> <p>Help me: Play 'Phone a friend' to explain how the words in the comic on screen help the reader to infer.</p> <p>Main task: Children work in pairs to read the text again and identify any other examples of language that the reader needs to visualise and understand.</p>	<p>Starter: children work in pairs to match the synonyms of emotions to each picture of facial expressions.</p> <p>Watch me: Explain that facial expressions can tell us a lot about a character in a text, but that authors give the reader lots of other clues about a character and their feelings/ behaviours:</p> <ul style="list-style-type: none"> ● Actions ● words spoken ● body language ● tone of voice ● interactions/ reactions to/ with other characters. <p>Help me/ show me: Find the evidence in the text that describes how the character is feeling.</p> <p>Main task: Children have a comic strip e.g. spiderman etc. that they draw key information from enabling them to visualise the character. They then use this to produce a paragraph about the character and their feelings/actions/choices etc. Use a word bank as required.</p>	<p>Starter: Recap the strategies we have developed this week, regarding visualisation.</p> <p>Watch me/help me/show me: Together, read the text and using the key, identify:</p> <ul style="list-style-type: none"> ● main events ● adverbials of time ● prepositions ● causal conjunctions <p>Main task: Children complete comprehension questions based on the Comic Strips/Greek Myths we have focused on this week. They will use the information we identified together to answer the questions.</p>


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Handwriting	Spelling and dictation	Vocabulary
LI: To form and join the letters: wa	LI: To spell words with the prefix 'inter'	Word aware: linked to the wider curriculum
<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: <i>wan, was, wav</i></p> <p>Main task: Children practise this formation in the context of the following words: <i>want, wait, wax, wave, washing, wand, was, wasp, waiting.</i></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 style="text-align: center;">interact interlock interview intermingle interactive international interrupted interchange</p>	<p>Persuade argue view opposition retort</p>

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>L.I: To compare mass</u>	<u>L.I: To add and subtract mass</u>	<u>L.I: To measure capacity</u>	<u>L.I: To compare capacity</u>	<u>L.I: To add and subtract capacity</u>
Key vocabulary and key questions	<p>Key Vocab: mass, kilograms, grams, scale, intervals, equivalent, greater than, lesser than</p> <p>Key Questions: Which object is heavier/lighter? How do you know? Which is heavier: 1 kg or 100 g? Which measures are equivalent?</p>	<p>Key Vocab: mass, kilograms, grams, partition, part-whole, addition, subtraction</p> <p>Key Questions: How can you add using kilograms and grams? Which part did you work with first? Why? What method could you use to add/subtract ? How can you show this question using a bar model?</p>	<p>Key Vocab: capacity, volume, scale, intervals, millilitres (ml), litre (l)</p> <p>Key Questions: What's the same and what's different about capacity and volume? What does capacity mean? What does volume mean? What do we measure capacity and volume in? What unit of measure (ml or l) would we use to measure ____ ? How much liquid is in the container? What is the scale going up in? How many millilitres are in 1 litre?</p>	<p>Key Vocab: capacity, volume, scale, intervals, equivalent, greater than, lesser than, millilitres (ml), litre (l)</p> <p>Key Questions: Which container is the most full? Which container is the least full? Which has the most liquid in it? What does the liquid measure? Which has the least liquid in it? What does the liquid measure?</p>	<p>Key Vocab: capacity, volume, scale, intervals, equivalent, greater than, lesser than, millilitres (ml), litre (l), partition, part-whole, addition, subtraction</p> <p>Key Questions: How many millilitres are in one litre? How could I show this using concrete resources? How many litres are there in total? How many millilitres are there in total? What methods can we use to add volumes or capacities? What methods can we use to subtract volumes or capacities?</p>
Introduction and learning	<p>Starter: Grid multiplication (simmering)</p> <p>Ping Pong 1: comparing grams with kilograms</p> <p>Ping Pong 2: grams and kilograms compared to g and kg</p> <p>Ping Pong 3: problem solving</p>	<p>Starter: Grid multiplication (simmering)</p> <p>Ping Pong 1: addition by partitioning and use of concrete and pictorial resources leading to abstract.</p> <p>Ping Pong 2: subtraction by partitioning and use of concrete and pictorial resources leading to abstract.</p> <p>Ping Pong 3: Applied into problem solving</p>	<p>Starter: Scales reading (Previous learning recap)</p> <p>Ping Pong 1: ml and l knowledge and facts</p> <p>Ping Pong 2: Carousel of reading volume and capacity on physical/pictorial/ abstract sources - variety</p> <p>Ping Pong 3: Practical application of measuring capacity using scales</p>	<p>Starter: Division (simmering)</p> <p>Ping Pong 1: comparing millilitres with litres</p> <p>Ping Pong 2: comparing litres and millilitres with l and ml</p> <p>Ping Pong 3: problem solving</p>	<p>Starter: Division (simmering)</p> <p>Ping Pong 1: addition by partitioning and use of concrete and pictorial resources leading to abstract.</p> <p>Ping Pong 2: subtraction by partitioning and use of concrete and pictorial resources leading to abstract.</p> <p>Ping Pong 3: Applied into problem</p>

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Spanish	Music	Topic- Geography	PE								
<p><u>LI: To consolidate and revise our learning.</u> Children will recap the new vocabulary they have learnt in this unit. They will then complete short listening, reading, and writing tasks, demonstrating their new understanding and knowledge.</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 explain the interaction between physical and human processes</u> Starter: True or false: The culture a person belongs to will impact how they live their lives. Watch me: Culture derives from Latin and means 'cultivated behaviour'. 'Cultivated' means 'developed' or 'grown' and 'behaviour' means 'how a living thing performs or acts.' Therefore, 'culture' is a set of behaviours for a group of people that have grown over time. It is the way of life of a group of people who have shared social experiences. Culture includes the behaviours, beliefs, values, and symbols that the group develop, accept and then pass to the next generation. Mini task: What is your culture? You may belong to different groups and have different shared experiences e.g.</p> <ul style="list-style-type: none"> ● family (ethnicity, religion, clothes, food, customs and rituals) ● friends (music, fashion, behaviour) ● school (events, school values etc) These experiences may be different but, collectively, they make up your culture. <p>Main Task: Using the sub-headings, children will research the culture of Greece and create a fact file. Challenge: How does this relate to industries like tourism and farming?</p>	<p>Athletics: <u>LI: To practice the changeover during a relay race.</u> Children will be learning and practicing the changeover technique for running a team relay race.</p> <p>Dodgeball <u>LI: To understand the rules of dodgeball and use them to play in a tournament</u> Main Learning: Introduce the tournament: Explain that the children will be taking part in a dodgeball tournament. 3v3 dodgeball:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Court 1</td> <td style="width: 50%;">Court 2</td> </tr> <tr> <td>1v2</td> <td>3v4</td> </tr> <tr> <td>1v3</td> <td>2v4</td> </tr> <tr> <td>1v4</td> <td>2v3</td> </tr> </table>	Court 1	Court 2	1v2	3v4	1v3	2v4	1v4	2v3
	Court 1			Court 2							
1v2	3v4										
1v3	2v4										
1v4	2v3										
Computing	<p><u>LI: To design and create a maze-based challenge</u></p> <p>Children will apply their programming knowledge to create a maze challenge. They will then attempt the maze challenges their peers have created and give each other feedback on their programs.</p>										

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DT	Science	PSHCE	R.E
<p><u>LI: To assemble and complete a cushion</u> <u>Main Task: Make</u> 1. Take the two face pieces, place them front face together 2. Pin the two faces around the outside, about 1 cm. in from the edge. Ask the children why you are allowing 1 cm. around the edge. This is to allow space for the seam. The cushions will be turned inside out and the space is needed for the seam so that the seam remains strong and does not split. 3. Use a small (0.5 cm.) running stitch to sew around the outside edge of the cushion faces shape, leaving a gap of approximately 4 cm. This gap will allow you to turn the material inside out and to stuff the cushion before sewing up the last 4 cm.</p>	<p><u>LI: To investigate how shadows change</u> Children will continue to explore shadows, examining how shadows can change size and shape depend on the position of the light source.</p>	<p><u>LI: To identify what I am looking forward to when I move to my next class.</u> <u>Main Task</u> – Children will be creating their own ribbon mobiles. They will write on each strip of paper according to the instructions below: 1. Something the children are looking forward to next year e.g. a residential, starting swimming lessons etc. 2. A change they would like to make for themselves e.g. getting better at reading 3. Something they have learned about their bodies and growing up 4. How they feel about growing up 5. Something that worries them about growing up and how they can manage these feelings 6. Something that they are looking forward to about growing up</p>	<p><u>LI: To make links between the symbolism of fire in different worldviews.</u> Children will be learning about the Navajo tribes of America. They will learn about the traditions of these tribes and then look in depth at how these traditions revolve around fire. They will learn about Navajo customs that include fire in their 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: 1) Choose the most exciting and interesting (BUT SAFE) place to read your school book. Take pictures or draw pictures of you doing this. We will use these to help create our Reading Rivers as a display.

2) Write a Book Review and/or Persuasive Poster, rating your very favourite book and convincing others to read it - use persuasive language and techniques.