

Weekly Overview Year Group: 3 Week beginning: 10th June 2024.



Alexandra
Primary School

Aspire, Perform, Succeed

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English:	English -Persuasive writing- Tourist brochures			
Monday	Tuesday	Wednesday	Thursday	Friday
LI: To write verbs in the present tense	LI: To answer questions about a text	LI: To analyse emotive language and the effect it has on the reader	LI: To use spelling patterns to spell words and to use grammar knowledge.	LI: To identify the structure of a text
<p><u>Key Vocabulary:</u> present, tense, progressive, rules, purpose, consistent,</p> <p><u>Key Questions:</u> What does present tense mean? What are the different types of present tense? What is the difference between present perfect and present progressive? Why is it important to use present tense in persuasive writing?</p>	<p><i>Children will be using their reading skills to answer questions relating to the text.</i></p>	<p><u>Key Vocabulary:</u> emotion, feeling, audience, impact, persuade, manipulate</p> <p><u>Key Questions:</u> What is emotive language? What examples of emotive language can you think of? What impact does emotive language have on the reader? Why is emotive language an important feature of persuasive text?</p>	<p><i>Children will be using and apply their spelling and grammar knowledge to answer questions.</i></p>	<p><u>Key Vocabulary:</u> structure, order, organisation, section, subheading, importance</p> <p><u>Key Questions:</u> How are leaflets/ brochures organised? What information is most important? Where is the main viewpoint introduced?</p>

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<p>Mark my work. Children are shown an extract of persuasive text where verbs have incorrectly been written in the past tense. Children edit to make the tense present.</p> <p>Watch me: Teacher models the rules for using present tense and explains the difference between present simple and present progressive tenses.</p> <p>Help me: Children sort the verbs on screen into the t-chart showing which are present simple and present continuous)</p> <p>Show me: Children are given 5 verbs in the past and future tense that they need to change into the present tense and show answers on their whiteboards.</p>		<p>Starter Children read two versions of a text shown on-screen (one version contains emotive language and the other does not).</p> <p>Talk to your partner: How does each version make you feel? Explain why.</p> <p>Watch me: Teacher to explain the intention of emotive language in a persuasive text (<i>to make the reader feel a particular emotion, meaning they will question their current viewpoint and will be more easily persuaded to change their mind</i>) and show examples of this.</p> <p>Help me: Children and the teacher work together to identify examples of emotive language in a persuasive text.</p> <p>Show me: From a list of words shown on the screen, children choose 3 and substitute them for an appropriate word to make the reader feel a specific emotion.</p>		<p>Starter Various skeleton structures are shown on screen. Children select the one they think represents a persuasive text and justify their choice.</p> <p>Watch me: The teacher will share a persuasive holiday brochure with the class and text mark to identify the main points that are presented.</p> <p>Help me/ show me: Children help the teacher identify evidence/ facts/ quotes/ statistics in the text that support the argument.</p>
<p>Main task: Children complete the present tense sentence/ paragraph level task they have been given.</p> <p><i>*Children self-assess against the traffic lights. Teacher to support the focus group or those who don't feel confident.</i></p>		<p>Main task: Children complete their worksheet, identifying how emotive language is used in persuasive texts and the impact that this has on the reader.</p> <p>Challenge: Improve this text by adding emotive language to help persuade the reader.</p>		<p>Main task: Children work in pairs to re-read the persuasive holiday brochure. They will identify and underline the main points. Using the skeleton structure, the children will plot the main points of the letter (boxing up) and the supporting evidence.</p>

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

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<p>To activate concept knowledge to comprehend historical/cultural language</p>	<p>To define vocabulary using context information</p>	<p>To explore how the author uses subject specific language</p>	<p>To select keywords and information from a text to answer questions</p>	<p>To explore how the writer uses language as a cohesive device</p>
<p>Starter: activate prior knowledge KQ-How do good readers know what words and phrases in a text are important and those which are not? Input: Explain that this week, we will be using the techniques recorded in the starter activity (see class anchor chart) to learn more about our new Geography topic: KQ- What do we know about Greece already? Point out that geographical texts will have Geographically specific language, which can be a barrier to comprehension. Today we will be exploring techniques for overcoming this. Main task: Read the text, identifying Geographically specific language. Add these to the key words glossary grid.</p>	<p>Starter Children view an extract of text on screen with a pictorial clue. They need to match the highlighted word to the correct definition, based on the clues from the text and the picture. They need to be able to justify their opinion and feed this back to the class. Input The teacher will model different types of vocab questions and model how to use connections, prior knowledge, and context clues from the text to infer meaning. Main task: Children read the information text about Greece and record their research notes on the matrix.</p>	<p>Starter Match the formal word to their everyday counterparts. Input Explain that in nonfiction texts, formal/ expert language is used and this can be a barrier to comprehension for readers. Model how to use context clues in the text, picture cues and prior knowledge to infer what these words mean. Main task: Children read the information text about Greece and record their research notes on the matrix.</p>	<p>Starter: Spot the mistake Input: Using the recent assessment paper, the teacher will go through and address misconceptions that the children have about each 'vocabulary' based question. Main task:</p> <ul style="list-style-type: none"> ● discuss the answers given ● discuss any mistakes made and how to fix them. 	<p>Starter: Show children some non-fiction text examples about Greece. Children consolidate recent strategies by making connections and forming questions on post-it notes. Input: Explore the text with the children, stopping after each section to recap the main points. KQ- What technique does the author use to ensure that the reader can follow the information? Explore how subheadings are used in the text. How will they help us in our task today? Main task: Children read the texts and use their highlighters to determine the important details from their allocated topic:</p> <ul style="list-style-type: none"> ● Islands & mainland ● Seas ● Bordering countries ● Climate ● population ● mountains



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Handwriting	Spelling and dictation	Vocabulary
<p>LI: To form and join the letters: ig</p>	<p>LI: To identify if the letter 'g' has a hard or soft sound.</p>	<p>Word aware: linked to the wider curriculum</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: We will then learn how to form groups of letters, requiring this join, The teacher will model this, and children will trace/ copy: <i>lig, rig, mig</i></p> <p>Main task: Children practise this formation in the context of the following words: <i>light, mighty, night, might, lightly, slightly, right, fright, wriggle.</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><i>agent, challenge, dangerous, garden, garage, gate, disguise, guess, orange, edge, plunged, stranger, genuine, emergency, generous, grateful, hinge, strange, hedge, fringe, genius</i></p>	<p><i>pantheon Olympian conquer hypocrite thespian</i></p>

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To solve word problems.	LI: To address misconceptions	LI: To solve word problems.	LI: To address misconceptions	LI: To understand parallel and perpendicular lines.
Key vocabulary and key questions	<p>Key Vocabulary: key words addition subtraction difference more than/ less than</p> <p>Key Questions: What are the steps for solving a word problem? What does the difference mean? What operation does 'more than' involve? What is the key information in the question?</p>	<p>Key Vocabulary: key words addition subtraction difference more than/ less than</p> <p>Key Questions: What are the steps for solving a word problem? What does the difference mean? What operation does 'more than' involve? What is the key information in the question?</p>	<p>Key Vocabulary: key words addition subtraction difference more than/ less than</p> <p>Key Questions: What are the steps for solving a word problem? What does the difference mean? What operation does 'more than' involve? What is the key information in the question?</p>	<p>Key Vocabulary: key words addition subtraction difference more than/ less than</p> <p>Key Questions: What are the steps for solving a word problem? What does the difference mean? What operation does 'more than' involve? What is the key information in the question?</p>	<p>Key vocabulary: Horizontal, vertical, parallel, perpendicular, lines of symmetry.</p> <p>Key Questions: What does parallel mean? What does perpendicular mean? What is the difference between a horizontal and vertical line? What is different between parallel and perpendicular lines?</p>
Learning	<p>Introduce the first word problem to class - explain the steps for solving these and demonstrate highlighting the key information and removing the unimportant information. Allow children to independently solve the next word problem - highlight key info as a class and discuss what the equation would be focused on. Repeat the process but discuss the term 'difference'. Repeat again but discuss the term 'more than'.</p>	<p>Children will be reviewing some of the questions they faced in the lesson before. Working with whiteboards, children will be discussing and solving various equations and addressing and discussing any misconceptions that arise.</p>	<p>Introduce the first word problem to class - explain the steps for solving these and demonstrate highlighting the key information and removing the unimportant information. Allow children to independently solve the next word problem - highlight key info as a class and discuss what the equation would be focused on. Repeat the process but discuss the term 'difference'. Repeat again but discuss the term 'more than'.</p>	<p>Children will be reviewing some of the questions they faced in the lesson before. Working with whiteboards, children will be discussing and solving various equations and addressing and discussing any misconceptions that arise.</p>	<p>Children will be learning about the new vocabulary of parallel and perpendicular lines. They will learn how to identify these and the key concept behind each new piece of vocabulary. Children will be presented with different shapes and scenarios where they will be required to identify parallel and perpendicular lines.</p>

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Spanish	Music	Topic- Geography	PE
<p><u>LI: To learn how to say I am a stone age, bronze age or iron age man or woman.</u></p> <p>Children will continue to learn and use their new vocabulary, and will practice saying I am a stone age, bronze age or iron age man or woman.</p>	<p>Ukulele with Hounslow Music Service</p> <p><u>LI: To practice the songs individually 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 identify the physical features of a place</u></p> <p>Starter: Which of the following are not found in Greece? Islands, mountains, volcanos, lakes, rivers, glaciers or desert.</p> <p>Watch me: After children feedback their thoughts, share that Greece has no desert and although glaciers existed in the past, none exist today.</p> <p>In today's lesson, we will be finding out about the physical features of Greece. Teacher will go through the slides together, whilst children locate the relevant locations in their atlas.</p> <p>Main activity: Using the atlases to help them, children locate and label the:</p> <ul style="list-style-type: none"> ● islands ● mountains ● volcanoes ● rivers ● lakes. <p>Challenge: Children create their own game of 'snap' with the context of Greece's Geography.</p>	<p>Athletics</p> <p><u>LI: To develop an over arm throwing technique.</u></p> <p>Children will be learning how to successfully perform an over-arm throw with a javelin, ensuring that their feet and body are positioned in the correct way.</p> <p>Dodgeball</p> <p><u>LI: To develop throwing at a moving target</u></p> <p>Main Learning: Target practice: In pairs with one ball and one hoop between them. Children begin opposite each other with the hoop on the floor between them. They take turns to throw the ball into the hoop for their partner to catch. <i>Can they catch it after just one bounce?</i></p>
	<p>Computing</p>		
DT	Science	PSHCE	R.E
<p><u>LI: To design a product.</u></p> <p>Main Task: Children will be asked to write a material list of what they will need and within their design it needs to include:</p> <ul style="list-style-type: none"> - Cushion shape, - the colours they will use, - show/label the decorative cross stitch used - show/label the decorative running stitch used - show/label the part that will be appliquéd - the patch they will use (linked to Ancient Greece) 	<p><u>LI: To recognise surfaces that reflect light</u></p> <p>Children will explore the properties of light and discuss what makes something reflective. They will then explore a variety of surfaces and consider which reflect light.</p>	<p><u>LI: To understand what a baby needs to live and grow</u></p> <p>Main Task – Draw a picture of a baby and, around the edge of your picture, design a frame showing all the things a baby needs to survive, to live and to grow. Draw pictures and write labels. Remember it isn't just the physical things that are important; that babies need to feel loved and cared for too.</p>	<p><u>LI: To explore ways that fire can be used in the community.</u></p> <p>Children will be learning about the Sikh story of Guru Nanak and the first Langar. They will learn about what the Langar is and what it represents. Children will then be responding to some core questions about how the Sikh's use fire to help with the first Langar.</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.

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: Investigate the legacy of Greek Mythology in the modern world e.g. Hermes couriers, running a marathon, Achilles heel, opening Pandora's box etc