

## Weekly Overview Year Group: 3 Week beginning: 13<sup>th</sup> May 2024.



**Alexandra**  
Primary School

Aspire, Perform, Succeed

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English:	English - Greek Myths			
Monday	Tuesday	Wednesday	Thursday	Friday
LI: To use a variety of openers (shared write)	LI: To develop a plot	LI: To compose a myth (opening & build-up)	LI: To compose a myth (climax/ problem)	LI: To compose a myth (ending)
<p><b>Key Vocabulary:</b> allegory, tale, story, myth, legend, genre, plot, fable, lesson, fantastical, creature, quest, magical, supernatural, culture, villain, hero, character, setting, conflict, resolution, metamorphosis</p> <p><b>Key Questions:</b> <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><b>Key Vocabulary:</b> allegory, tale, story, myth, legend, genre, plot, fable, lesson, fantastical, creature, quest, magical, supernatural, culture, villain, hero, character, setting, conflict, resolution, metamorphosis</p> <p><b>Key Questions:</b> <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><b>Key Vocabulary:</b> <i>allegory, tale, story, myth, legend, genre, plot, fable, lesson, fantastical, creature, quest, magical, supernatural, culture, villain, hero, character, setting, conflict, resolution, metamorphosis</i></p> <p><b>Key Questions:</b> <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><b>Key Vocabulary:</b> <i>allegory, tale, story, myth, legend, genre, plot, fable, lesson, fantastical, creature, quest, magical, supernatural, culture, villain, hero, character, setting, conflict, resolution, metamorphosis</i></p> <p><b>Key Questions:</b> <i>What language can be used to link events?</i> <i>How important is it to use a variety of sentence types?</i> <i>What type of sentences are needed in the climax of a story to create suspense?</i></p>	<p><b>Key Vocabulary:</b> allegory, tale, story, myth, legend, genre, plot, fable, lesson, fantastical, creature, quest, magical, supernatural, culture, villain, hero, character, setting, conflict, resolution, metamorphosis</p> <p><b>Key Questions:</b> <i>What language can be used to demonstrate cause and effect?</i> <i>What conjunctions might be used to answer all loose endings for the reader?</i> <i>What punctuation is needed in multi clausal sentences?</i></p>
<p><b>Starter:</b> Match the 'opener' type to its definition.</p> <p><b>Watch me/</b> Read the extract from 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><b>Help me:</b> Improve the sentences by ensuring they open with:</p> <ul style="list-style-type: none"> <li>· adjective</li> <li>· adverbial</li> <li>· simile</li> </ul> <p><b>Show me:</b> Using the picture prompt, write sentences that have the following openers:</p> <ul style="list-style-type: none"> <li>· rhetorical question</li> <li>· onomatopoeia</li> <li>· speech</li> <li>· abstract noun</li> </ul>	<p><b>Starter:</b> On screen, show several images of lightning. <b>What is it?</b> Using the mind map in front of them, children generate as many facts about lightning that they know and record any descriptive words and phrases that the image makes them think of.</p> <p><b>Watch me:</b> Explain that today, we will be planning out hot-write- a myth that explains the cause of lightning. Together, recall the plot ingredients that a myth needs.</p> <p><b>Help me:</b> Explore myths from a variety of backgrounds that explain lightning.</p> <p><b>Show me:</b> What type of mythical creature might be suitable for your myth?</p>	<p><b>Starter:</b> What makes a good story setting? <b>Watch me:</b> Use the starter activity as a prompt to invite children to bring out their toolkits for this genre. What things have we learned over these past few weeks would they like to add to their toolkit? Teacher to remind children of the plot, language and structure features of the genre.</p> <p><b>Help me:</b> Using one of the children's boxing up plan from last week's lesson, model annotating it with linking language (conjunctions and adverbials)</p> <p><b>Show me:</b> Display some of the images that children used to plan their story on the working wall. Together, generate vocabulary and figurative language and annotate around the displayed images. Children can then refer to these when they are writing their story.</p>	<p><b>Starter</b> Label the 'sentence types' by matching them to the correct example.</p> <p><b>Watch me:</b> Recap the various sentence structures that children have explored this year, and how to form them:</p> <ul style="list-style-type: none"> <li>● Simple sentence (sv/ ov/ sov)</li> <li>● Compound sentence (fanboys)</li> <li>● Complex sentence with subordinating conjunction (a white bus)</li> <li>● Sentence with a fronted adverbial (and comma)</li> <li>● Sentence with an embedded clause (relative pronoun)</li> <li>● Rhetorical question to engage the reader/ create suspense</li> </ul> <p><b>Help me/ show me:</b> on whiteboards, show me examples of each of the text types, ensuring they are punctuated correctly.</p>	<p><b>Starter:</b> Pair the sentences that go together and join them with the appropriate conjunction.</p> <p><b>Watch me:</b> Teacher to explain that words that join two simple sentences together to make a compound sentence are called 'coordinating conjunctions' and these are like superglue for sentences. Model that 'FANBOYS' is an acronym to remember the 7 coordinating conjunctions: for, and, nor, but, or, yet, so. Show children examples of how these have been used to join sentences together.</p> <p><b>Help me/ show me:</b> Complete the 'cloze procedure' compound sentences by inserting an appropriate conjunction.</p>

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<p><b>Main task:</b> Together, using the skills developed in today's lesson, children and teacher complete the shared write we began last week.</p>	<p><b>Main task:</b> Children use the boxing up grid to develop their plot and plan their myth.  <b>Extension:</b> Create an annotated illustration of their mythical creature/ magical object.  <i>-Shared group plan supported by adult for LAPS</i></p>	<p><b>Main task:</b> Children use their plans and toolkits to write the setting and build-up of their new story  <b>Mini plenary:</b>                  Children swap books with their partner after every two paragraphs. Reading their partner's story, they verbally give their partner 3 stars and a wish. Children then use a purple pen to edit their work accordingly.</p>	<p><b>Main task:</b> Children use their plans and toolkits to write the climax/ problem of their new story</p>	<p><b>Main task:</b> Children use their plans and toolkits to write the resolution and ending of their new story</p>
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### Reading Strategy 1- Making Connections (MC)

<u>Monday</u> <b>LI: To generate initial associations</b>	<u>Tuesday</u> <b>LI: To identify the purpose of a text</b>	<u>Wednesday</u> <b>LI: To activate prior knowledge about text</b>	<u>Thursday</u> <b>LI: To appraise/ review a text</b>	<u>Friday</u> <b>LI: To compare and evaluate texts</b>
<p><b>Starter:</b> Show children the cover of 'Who let the Gods out?' on the screen. Children to mind-map as many ideas the cover makes them think of.  <b>Watch me/ help me/ show me:</b>                      What do we already know about the Greek Gods? What texts have we read about them before? <i>Annotate these around the image on the screen.</i>                      Reveal today's text (chapter 1) to the class and remind them that all good readers make connections.  <i>KQ: What type of text is it? Have we read something similar? What is it about? What connections could we make?</i></p>	<p><b>Starter:</b> Children to match the text type to its purpose and audience.  <b>Watch me/ help me/ show me:</b>                      Share today's text with the class (Chapter 2).  <i>KQ: What type of text is it? How do we know? What is it about?</i>                      Explain that there is certain language and features which help the author achieve their purpose- list these together.</p>	<p><b>Starter:</b> Show children a picture of a Greek style comic strip. Children will record what words and ideas the image evokes in their mind and record on the board, around the image.  <b>Watch me/ help me/ show me:</b>                      Together, read the text 'Marcia Cross' Myths and legends:  <i>What is the text about?                      What type of text is it?                      How is it organised?                      Have we read similar texts before?</i></p>	<p><b>Starter:</b> On screen, show two book covers with their subsequent reviews.  <i>KQ: Which would you rather buy and why?</i>  <b>Watch me/ help me/ show me:</b>                      Explain that reviews can be very helpful to a reader in making a book selection. Model the information that a good book should have and together, create a success criteria that we will judge texts against.                      Children complete their review for the book they are enjoying more, using the template provided.</p>	<p><b>Starter:</b> All around us, things are reproduced and remarketed because the needs of the target audience have changed. Children will look at different versions of the same product, and say which version they prefer and why.  <b>Watch me/ help me/ show me:</b>                      Explain that today, we are going to be comparing two versions of a story: Together, read version 1 and use the grid to identify aspects of the text which are strong and those which are not.</p>
<p><b>Main task:</b> Children and teacher read the chapter and record their connections on the sheet.</p>	<p><b>Main task:</b> children to work in pairs to identify and highlight any examples of language and devices (using the features list to help) that ensure the purpose is met.</p>	<p><b>Main task:</b> Children annotate the text (about with their prior knowledge, highlighting the appropriate part of the text in <b>yellow- text to self</b>  <b>Blue- text to text</b>  <b>Green- text to world</b></p>	<p><b>Main task:</b> Children share their book reviews and recommendations with others (Who let the Gods out &amp; Marcia Cross' Myths and Legends)</p>	<p><b>Main task:</b> Children read version 2 and use the grid to mark the features. Then, using the information from the input part of the session, children write a comparison of both texts, evaluating their purposefulness and stating which they think is better and why.</p>

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Handwriting	Spelling and dictation	Vocabulary
<p><b>LI: To correctly form punctuation marks</b></p>	<p><b>LI: To spell words with an apostrophe (contractions and for possession)</b></p>	<p><b>Word aware:</b></p>
<p><i><b>Watch me:</b> practise forming repeated patterns that develop the hand motion needed for this formation.</i></p> <p style="text-align: center;">- ! - ! -</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><b>Help me/ Show me:</b></p> <p>We will then learn how to form groups of letters, requiring this join, The teacher will model this, and children will trace/copy: ? - " ""</p> <p><b>Main task:</b> Children practise this formation in the context of the following words:</p> <p><b>Great! Amazing! Where? When? Why? "Goodbye" didn't, they're, half-day.</b></p>	<p style="color: green; text-align: center;"><b>Can't, shouldn't, wouldn't, isn't, mightn't, won't, wasn't, didn't, children's, pet's, mum's, family's, cousin's, class'</b></p> <p>Write this week's spelling words into the pupil planner.</p> <p>Find out what the words mean and use the knowledge to complete the activity.</p>	<p style="color: red;"><b>philosophy</b></p> <p style="color: red;"><b>Siege</b></p> <p style="color: red;"><b>Hoplites</b></p> <p style="color: red;"><b>Slaves</b></p>

Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>L.I: To use durations.</u>	<u>L.I: To identify minutes and seconds.</u>	<u>L.I: To use units of time.</u>	<u>L.I: To solve time word problems.</u>	<u>L.I: To identify 2-D shapes.</u>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocab:</b> duration, length of time, time taken, minutes, seconds, hours, PM, AM, analogue, digital</p> <p><b>Key Questions:</b></p> <p>How many hours/minutes is a full turn of the minute hand around the clock?</p> <p>Do we need to count each individual minute? How else could you break down the duration to make it easier to count?</p> <p>When did ____ start, and when did it finish?</p>	<p><b>Key Vocab:</b> compare, greater than, less than, equal to, duration, length of time, time taken, minutes, seconds, hours, PM, AM, analogue, digital</p> <p><b>Key Questions:</b></p> <p>Which is the longest amount of time?</p> <p>Which is the shortest amount of time? Is _____ longer or shorter than _____?</p> <p>How much longer was _____?</p> <p>How much shorter was _____?</p>	<p><b>Key Vocab:</b> begin, start, finish, end, duration, length of time, time taken, minutes, seconds, hours, PM, AM, analogue, digital</p> <p><b>Key Questions:</b></p> <p>Which hand do you need to move? Do you need to move the hand clockwise or anti-clockwise?</p> <p>What time should the number line start at?</p> <p>Will you jump forwards or backwards?</p> <p>How many intervals will you break the duration into?</p> <p>Would a part-whole model help?</p>	<p><b>Key Vocab:</b> seconds, minutes, duration, equivalent</p> <p><b>Key Questions:</b></p> <p>How many seconds are there in 1 minute?</p> <p>What can we use to measure time in seconds accurately?</p> <p>Can you suggest a task that lasts _____ seconds?</p> <p>Which task took the longest/shortest time to complete?</p> <p>If a task takes longer than 60 seconds, how else could we record the duration of time?</p> <p>How could we work out how many seconds there are in _____ minutes?</p>	<p><b>Key Vocab:</b> acute, obtuse, right angle, perpendicular, parallel, equilateral, regular, irregular, lines of symmetry, sides, 2 dimensional, polygon, 2d shape names</p> <p><b>Key Questions:</b></p> <p>Can you guess the shape from the description given?</p> <p>Can you draw a shape from the description given?</p>

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Introduction and learning	<p><b>Starter:</b> Matching 24 hour times and analogue times (recap)</p> <p><b>Ping Pong 1:</b> Recap units of measure e.g., seconds in a minute/minutes in an hour. Counting on and back in 5, 10, 15, 30 and 60 (hour) to work out duration. On an analogue clock and converted to digital.</p> <p><b>Ping Pong 2: Number line</b> - Counting on and back in 5, 10, 15, 30 and 60 (hour) to work out duration. Digital and analogue.</p> <p><b>Ping Pong 3:</b> Apply to worded problems. Hours and minutes, then minutes and seconds.</p>	<p><b>Starter:</b> Adding column (simmering)</p> <p><b>Ping Pong 1:</b> On an analogue clock and number line. Work out duration of 2 times in minutes and seconds and compare using greater than, less than and equal to.</p> <p><b>Ping Pong 2:</b> On an analogue clock and number line. Work out duration of 2 times in hours and minutes and compare using greater than, less than and equal to.</p> <p><b>Ping Pong 3:</b> Time table problem with durations.</p>	<p><b>Starter:</b> Addition column spot mistake (simmering)</p> <p><b>Ping Pong 1:</b> Mini activities and games to become familiar with the length of seconds and minutes. Practical.</p> <p><b>Ping Pong 2:</b> Convert minutes and seconds into seconds and then vice versa.</p> <p><b>Ping Pong 3:</b> Apply to worded problems. Hours and minutes, then minutes and seconds.</p>	<p><b>Starter:</b> Subtraction column (simmering)</p> <p><b>Ping Pong 1:</b> On an analogue clock and number line, find end times by counting on a number line and physical analogue clock. Use analogue and digital.</p> <p><b>Ping Pong 2:</b> On an analogue clock and number line. find starting times by counting back on a number line and physical analogue clock. Use analogue and digital.</p> <p><b>Ping Pong 3:</b> Apply to True or False and other reasoning scenarios.</p>	<p><b>Starter:</b> 3x tables and 4x tables</p> <p><b>Ping Pong 1:</b> The children recap and identify the 2d shapes.</p> <p><b>Ping Pong 2:</b> The properties of each shape are investigated.</p> <p><b>Ping Pong 3:</b> The children use the mathematical vocabulary to describe and guess the 2d shapes.</p> <p><b>Ping Pong 4:</b> Apply their knowledge to solve and reason about 2d shapes</p>
Activities and application of learning	<p>T1: Children use the clock face to calculate duration of time.</p> <p>T2: Children use the timetable provided to calculate length of lessons.</p> <p>T3: Children solve reasoning problem about duration of time.</p>	<p>T1/2: Children convert the times provided into mins/secs.</p> <p>T3: Children use conversion skills to solve the reasoning problems.</p>	<p>T1: Children order the statements based on the timeframe they'd use.</p> <p>T2: Children to complete the stem sentences.</p> <p>T3: Children solve reasoning problems based on selecting the right measurement of time.</p>	<p>Children solve a variety of word problems based on time.</p>	<p>T1: Children match the shapes with the correct names.</p> <p>T2: Children use knowledge of shapes to explain the statements given.</p> <p>T3: Children to name and explain the shapes provided.</p>

Spanish	Music	Computing	PE
<p><b>LI: To consolidate new vocabulary.</b></p> <p>Children will recap their vocabulary and knowledge of body parts in Spanish. They will practice using their new vocabulary written and orally in conversation with their peers.</p>	<p style="text-align: center;">Ukulele with Hounslow Music Service</p> <p><b>LI: To practise the songs ensemble on the ukulele</b></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><b>LI: To recognise that a sequence of commands can have an order</b></p> <p>Children will continue to build their skills on Scratch. They will practice creating a sequence of sounds, creating part of the song 'twinkle twinkle little star'</p>	<p><b>Football</b></p> <p><b>LI: To jockey/track an opponent</b></p> <p><b>Main Learning: Channels:</b> A In pairs, pupils line up on one side of the area without a ball. One attacker, one defender. Explain to the pupils that they have a thin channel to work in, approx. 2m wide (mark this with cones). How long can the defender delay their partner from getting across the area?</p> <p><b>Athletics</b></p> <p><b>LI: To develop throwing for distance in a pull throw</b></p> <p><b>Main Learning: Experiment:</b> In pairs with one beanbag. Children begin behind a defined line. Standing sideways on to the direction of the throw, they take turns to experiment throwing with one hand from the following three starting positions</p> <p><b>Pull throw technique:</b> In pairs with one beanbag and two cones between them. Show the children the 'pull throw' technique. They take turns to throw the beanbag using this technique. Ask them to mark their throw with a cone, trying to beat their score each time.</p>

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Art	Science	PSHCE	R.E
<p><b>LI: To plan ideas using language appropriate to skill and technique.</b></p> <p><b>LI: To mix colour, shades and tones with increasing confidence.</b></p> <p><b>Main task:</b> Children design a vase to retell the Greek Myth we have been studying in class (Pandora's Box) utilising the techniques and styles of the studied historical artists. To ensure colour style is authentic, children create their own colour chart of black/ grey shades of paint that can be used on the terracotta clay</p>	<p><b>To explore how seeds are dispersed.</b></p> <p>Children will be learning about the different types of seed dispersal, which include explosion, water, animals, and wind dispersal. Children will then create a fact-file explaining these different types of dispersal.</p>	<p><b><u>L.I: I understand how my needs and rights are shared by children around the world and can identify how our lives may be different</u></b></p> <p><b>Main Task –</b> As a class we will go through the United Nations Convention on the Rights of the Child discussing the key points. Leaving the list of rights showing on the board, each group will be allocated a right, their task is to prepare a poster for their right. Their poster should show what your right means and why it is important.</p>	<p><b>To explore how water is considered precious in different cultures and religions.</b></p> <p>Children will be learning about the preciousness of water in different cultures, mainly looking at African culture and the significance of water. The children will learn about the traditions involving African rain dances and will then rehearse their own versions.</p>
<b>History</b>			
<p><b><u>LI: To select relevant information and material to present an aspect of historic life</u></b> (Gods and Goddesses)</p> <p><b>Starter:</b> What did the Ancient Greeks believe in? Children use the image on the screen, as a source of information to justify their answers.</p> <p><b>Watch me:</b> Explain that the Greeks followed a Polytheistic faith, meaning that they worshipped many deities. Teacher to share the creation story (as believed in Ancient Greece) with the children and the family tree of the Greek Gods and Goddesses. Together, class to explore the Greek Gods and Goddesses, the aspects of everyday life and symbols that they were associated with.</p> <p><b>Mini Task:</b> Matching task- children to match the gods and goddesses with the symbols associated with them.</p> <p><b>Main Task:</b> Children use the factsheets provided to create their own set of 'Tops trumps' cards of the Greek Gods and Goddesses.</p> <p><b>Challenge:</b> When the Greek civilisation was assimilated with the Roman empire, how were some of the Greek beliefs and traditions incorporated into the Roman way of life? Why might that have happened?</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.