

## Weekly Overview Year Group: 3 Week beginning: 15<sup>th</sup> April 2024.



Aspire, Perform, Succeed

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English:	English -Shape Poetry			
Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>LI: To identify the themes and conventions of a text.</b> <b>LI To appraise and review a text.</b></p>	<p><b>LI: To read and perform a poem</b></p>	<p><b>LI: To use language and format graphics for effect (Cold write)</b></p>	<p><b>Geography- Local area fieldwork Trip.</b></p> <p><b>Data gathered on the trip will be used to add to a grid, exploring the pros/ cons of urban development.</b></p> <p><b>See the 'Geography' section below.</b></p>	<p><b>LI: To identify the features of a text</b></p>
<p><b><u>Key Vocabulary:</u></b> <i>poem, calligram, poetry, describe, theme, compare, contrast, review, shape, illustrations, punctuation, sentences, phrases, purpose, audience, vocabulary, synonyms.</i></p> <p><b><u>Key Questions:</u></b> <i>What is a shape poem? What is the purpose of a shape poem? What is a calligram? How do they compare to other poems we have read before/</i></p>	<p><b><u>Key Vocabulary:</u></b> <i>poem, calligram, poetry, describe, theme, compare, contrast, review, shape, illustrations, punctuation, sentences, phrases, purpose, audience, vocabulary, synonyms.</i></p> <p><b><u>Key Questions:</u></b> <i>What is the model text about? What is the shape poem describing? What verbs are in the poem? What actions can portray this? How should we use our voice when performing?</i></p>	<p><b><u>Key Vocabulary:</u></b> <i>poem, calligram, poetry, describe, theme, compare, contrast, review, shape, illustrations, punctuation, sentences, phrases, purpose, audience, vocabulary, synonyms.</i></p> <p><b><u>Key Questions:</u></b> <i>What is the purpose of a shape poem? What language should be included? What shape is best to use and how do we decide? What role does punctuation have in a shape poem?</i></p>		<p><b><u>Key Vocabulary:</u></b> <i>poem, calligram, poetry, describe, theme, compare, contrast, review, shape, illustrations, punctuation, sentences, phrases, purpose, audience, vocabulary, synonyms.</i></p> <p><b><u>Key Questions:</u></b> <i>How is a shape poem organised? How are sentences and punctuation used in shape poetry? Can shape poems include figurative language? Do shape poems need to rhyme? How does this genre differ from other poems?</i></p>
<p><b><u>Starter:</u></b> Invite children to explore the texts on their table and using the question prompts on screen, record their thoughts.</p> <p><b><u>Watch me:</u></b> Building on the feedback that children have given from the 'starter activity', explain that in this unit we will be exploring and writing shape poetry. Using the examples on screen, point out the purpose and theme of shape poems.</p>	<p><b><u>Starter: Odd one out</u></b> Children look at the poems and decide which is the odd one out, using the language developed in yesterday's lesson to justify their views.</p> <p><b><u>Watch me:</u></b> Explain that our 'Model Text' for this unit is one that we read yesterday, called 'The Pheasant'. Together, re-read the poem exploring the themes covered.</p>	<p><b><u>Starter: Guess what I am.</u></b> On screen, present a riddle to the children that describes an animal. Children need to use the description as clues to identify the animal that is being described.</p> <p><b><u>Watch me:</u></b> Explain that today, we are going to have a go at writing our own shape poem. Explain that because the 'model text' describes an animal, we will also attempt to describe an animal in our shape</p>		<p><b><u>Starter:</u></b> which of the poems is not a shape poem and why?</p> <p><b><u>Watch me:</u></b> Building on the comments from the starter activity, explain the purpose of a shape poem and how this might change, depending upon the audience. Using poem 1 (on screen), model text-marking the features, using the key.</p> <p><b><u>Help me:</u></b> Using poem 2, identify which features the poem has and</p>

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Primary School

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<p><b>Help me:</b> Identify the descriptive words and phrases in the poem that describe the subject of the poem.</p> <p><b>Show me:</b> Read the poem on screen (not a shape poem). If it was to become a shape poem, match it to the appropriate template</p>	<p>Using information from the poem, which photograph is a pheasant? Ensure children understand the content matter, including any ambitious vocabulary.</p> <p><b>Help me:</b> Identify any nouns and adjectives in the poem and colour code them.</p> <p><b>Show me:</b> Identify any verbs and adverbs in the poem and colour code them.</p>	<p>poem.</p> <p><b>Mini task:</b> Children decide what animal they will write their shape poem about (it can be their pet if they have one, or another animal that they know a lot about). The teacher will then provide a template for these animals.</p> <p><b>Help me:</b> If we were going to describe an animal, help me to create a concept chart to record our ideas (mind map, incorporating the 5 senses)</p> <p><b>Show me:</b> For the animal shown on screen, what synonym would be a better/ more ambitious choice for the highlighted word.</p>		<p>use the key to text mark them.</p> <p><b>Show me:</b> Using the task that we just completed, identify which features that poem 2 does not have- explain why this might be (link to purpose and audience)</p>
<p><b>Main task:</b> Children re-read the various shape poems on their table and complete the chart, unpicking the theme, language, style, and audience. Children then use the information they have recorded to select the poem they liked best from the selection and explain why.</p>	<p><b>Main task:</b> Using the information that we have highlighted in the poem to choose appropriate actions that we can use, to perform the poem. *This will help children to internalise the text. <b>Class teacher will take photographs for the children's books.</b></p>	<p><b>Main task:</b> Children use the concept chart to identify and select key descriptive vocabulary for their chosen animal. They then use the template given to them (identified earlier in the lesson) to compose their shape poem, describing that animal. <b>*Class teachers will use these poems to identify the children's targets for the unit.</b></p>		<p><b>Main task:</b> Children re-read the model text (The Pheasant) and text mark the features using the key. Class teacher to produce a larger version for the working wall.</p>

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This week's reading focus: <b>Reading Strategy 4 - VIP words Greek Mythological Creatures</b>				
<b>Monday</b> To identify key words from a text	<b>Tuesday</b> To define vocabulary using context information	<b>Wednesday</b> To activate concept knowledge to comprehend historical/ cultural language	<b>Thursday</b> To explore how the author uses figurative language	<b>Friday</b> To select and combine information from various sources
Children will explore an unfamiliar text. They will discuss what makes a given word or phrase in a text important, and use prior knowledge to classify them.	Using the text and VIP words that they found yesterday, children will read through the text and define the key words and phrases that they found.	Children explore non-fiction texts about creatures. Identify the tier 1, 2 and 3 language used.  What are the pros and cons of tier 3 language in an information text?	Children will continue to explore new vocabulary, and practise identifying how figurative language is used to help the reader make connections when reading about 'unfamiliar/ fantasy' characters.	Children will create a bank of VIP words and phrases describing each of the Greek mythological creatures and their features.  <i>*Add these to the working wall to support children in their lessons on shape poetry.</i>

Handwriting	Spelling and dictation	Vocabulary
<b>LI: To form and join the letters: ft</b>	<b>LI: To identify and spell homophones</b>	<b>Word aware focus: Tier 3 Maths words</b>
<p><b>Introduction:</b> Children will do the 'ready to write' exercises to warm-up and stretch the muscles they will use for writing.</p> <p><b>Watch me:</b> practise forming repeated patterns that develop the hand motion needed for this formation.</p> <div style="text-align: center; margin: 10px 0;">  </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><b>Help me/ Show me:</b> We will then learn how to form groups of letters, requiring this join, The teacher will model this, and children will trace/ copy: <b>ft, fir, fin</b></p> <p><b>Main task:</b> Children practise this formation in the context of the following words: <b>Afterwards, firstly, finally, after, faster, firm, fine, firstly, softer, swift</b></p>	<p style="text-align: center;"><b>would, wood, hair, hare, rain, reign, wail, whale, wait, weight</b></p> <ol style="list-style-type: none"> <li>1. Write this week's spelling words into the pupil planner</li> <li>2. Find out what the words mean and use the knowledge to complete the activity.</li> </ol>	<p><b>fraction</b> <b>denominator</b> <b>decimal</b> <b>part</b> <b>equal</b></p>

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
Fractions: Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Solve fraction problems.	<u><b>L.I: Recognise and find unit fractions</b></u>	<u><b>L.I: Find unit fractions of a set of objects (problem solving)</b></u>	<u><b>Trip and Geography Morning</b></u>	<u><b>L.I: Recognise and find non-unit fractions</b></u>	<u><b>DT Day</b></u>
<b>Key vocabulary and key questions</b>	<u><b>Key Vocab:</b></u> division, numerator, denominator, parts of a whole, one part out of, multiples of ..., equal <u><b>Key Questions:</b></u> How many parts do we have altogether? How many parts are used/taken? How many parts make the whole? Why do we divide by the denominator and multiply by the numerator?	<u><b>Key Vocab:</b></u> division, numerator, denominator, parts of a whole, one part out of, multiples of ..., equal, divide/share by denominator <u><b>Key Questions:</b></u> What information do we have? What information do we need? What strategies will we use to find the missing data? How can we check our accuracy? Where is this skill useful in real-life?		<u><b>Key Vocab:</b></u> division, numerator, denominator, parts of a whole, one part out of, multiples of ..., equal, divide/share by denominator, multiply by the numerator <u><b>Key Questions:</b></u> How many parts do we have altogether? How many parts are used/taken? How many parts make the whole? Why do we divide by the denominator and multiply by the numerator?	
<b>Introduction and learning</b>	<u><b>Starter:</b></u> Division Super Movers <u><b>Ping Pong 1:</b></u> Identify equal parts (denominator). <u><b>Ping Pong 2:</b></u> Find unit fractions of amounts, shapes, and objects. <u><b>Ping Pong 3:</b></u> Solve problems using unit fractions.	<u><b>Starter:</b></u> Recap previous learning and unit fractions <u><b>Ping Pong 1:</b></u> Identify what information we have in a problem. <u><b>Ping Pong 2:</b></u> What information do we need? How will we find it? <u><b>Ping Pong 3:</b></u> Solve the problem using our knowledge. <u><b>Share into equal groups (shown by the denominator).</b></u>		<u><b>Starter:</b></u> Division Super Movers <u><b>Ping Pong 1:</b></u> Identify equal parts (denominator). <u><b>Ping Pong 2:</b></u> Identify the parts used/taken (numerator) <u><b>Ping Pong 3:</b></u> Solve problems using fractions of more than one part.	

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### Activities and application of learning

**Task:** Recognise and find unit fractions and problem solve.  
**Challenge:** create a poster for the learning wall on how to find unit fractions.  
**Support:** Practical examples e.g., sweets, cubes, toys, folding paper, shading activities.  
**Plenary:** Bingo

**Task:** Solve different levels of unit-fraction problems (denominators of 2, 3, 4, 8, 10)  
**Challenge:** Go beyond the times tables expected of Year 3 and more open-ended.  
**Support:** Practical equipment to use.  
**Plenary:** Discuss the results of the problems and address any misconceptions. Where can we use unit fractions in 'real-life'?

**Task:** Recognise and non-unit fractions and problem solve.  
**Challenge:** problem-solving and reasoning  
**Support:** Practical examples e.g. sweets, cubes, toys, folding paper, shading activities.  
**Plenary:** Odd one out

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Spanish	Music	Topic- Geography	PE
<p><b><u>LI: To decode unknown language</u></b></p> <p>Children will listen to an unfamiliar story being read in Spanish. Using their current vocabulary knowledge, they will discuss what details they understand, and what questions they still have. Children will then use image cards to help them understand any remaining unfamiliar words.</p>	<p><b>Ukulele with Hounslow Music Service</b></p> <p><b><u>LI: To learn songs that can be played solo or ensemble on the ukulele</u></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 identify how land use has changed over time.</b></p> <p><b>LI: To compare different maps (historical) of a location.</b></p> <p><b>Part 1- Fieldwork</b></p> <p>Children, in groups of 10 (with a partner), will use a given key to complete a of Kingsley Road and the surrounding streets to record the different ways that land is currently used in our local area.</p> <p>This builds upon the work that children produced last half term and will enable children to compare current land-use with land-use of the past.</p> <p><b>Part 2-</b> Children use the map of current land-use (completed as part of the field trip) with historical land-use maps on the 'digi-maps' website.</p>	<p><b>Football</b></p> <p><b><u>LI: To develop controlling the ball and dribbling under pressure</u></b></p> <p><b>Starter:</b> Stuck in the mud</p> <p><b>Main Learning: <u>Dribbling technique:</u></b> Ask the children if they know any teaching points for dribbling: In pairs with one ball between them. One child dribbles the ball around the teaching area whilst their partner follows them. When the teacher calls 'change' the front child stops the ball by resting their foot on top of it and they swap roles with their partner.</p> <p><b>3v1:</b> In groups of four with one ball and four cones. Children play three attackers against one defender. The attackers begin on one side of the area. They score a point by dribbling the ball across the area to the opposite scoring line.</p> <p><b>Cool down:</b> <i>What parts of the foot did you use to control the ball? When were you successful in the game and why? When should you kick the ball further ahead of you? Can you give an example of how you co-operated with other people in your game? What impact did it have on the game?</i></p> <p><b>Athletics</b></p> <p><b><u>LI: To develop the sprinting technique and improve on your personal best</u></b></p> <p><b>Starter: Car Park</b> This time the teacher will call out different instructions for the pupils to respond to. When the teacher says 'Car Park' children must quickly sit on the floor to park their car. green: jog around the teaching space yellow: march high knees red: hold a balance on one foot roundabout: spin around once on the spot speed bumps: jump around the space</p> <p><b>Main Learning: <u>Sprinting technique:</u></b> In their pairs, they stand one behind the other behind a start line.</p>
	<p><b>Computing</b></p>		

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			<p>They take it in turns to sprint as quickly as possible to an end line 10m ahead with: a) Straight legs b) Straight arms c) High bent knees and bent elbows</p> <p><b>Catch me if you can:</b> In pairs, children stand one behind the other with the pupil at the front 1m ahead of their partner. When the teacher says 'go' the front child begins running straight towards the end line, their partner tries to catch them before they reach it. Change the leader each time.</p> <p><b>Cool down:</b> Ask the children describe the specific actions of an effective running technique. <i>How did they speed up or slow down? Can they name a supportive team member and how they made them feel?</i></p>
DT	Science	PSHCE	R.E
<p><b><u>LI: To test and finalise then evaluate ideas against design criteria.</u></b></p> <p><b>Starter:</b> Children will be asked to look through their designs from previous lessons. They will be asked to think carefully about which decorations they should add before the mythical creature is assembled and which should be added afterwards.</p> <p><b>Input:</b> Children have access to various materials</p> <p><i>How could we use the materials to create features and effects for your mythical Greek creature?</i></p> <p><i>How will you attach them to your housing and/or pneumatic systems?</i></p> <p><b>Main Task:</b> Children will be given the opportunity to complete their:</p> <ul style="list-style-type: none"> <li>- pneumatic system,</li> <li>- moving mythical creature,</li> <li>- decorate their creature,</li> </ul>	<p><b><u>LI: To consider the use of variables in experimentation.</u></b></p> <p>This week children will begin an experiment observing the growth and development of a plant in different conditions. Children will learn what a variable is, and why they are important to consider. They will then choose a variable, and set up their experiment to observe how it affects the growth of a plant.</p>	<p><b><u>L.I: I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</u></b></p> <p><b>Starter</b> – What are you doing? Start off miming an everyday action e.g., brushing your hair, washing up, getting dressed, cooking dinner, etc. the child to the right of the teacher says: <b>“Hello..., what are you doing?”</b> and a child will mime the action and say what they are doing. Children will be shown various pictures that break down stereotypes in everyday life and employment.</p> <p><b>Main Task</b> – Groups will be given different statements which they will read and decide if it is a job mainly for men, women or both and place it beneath the corresponding sign.</p> <p><i>Does everyone agree? If not, why?</i></p> <p><i>Are there any roles that both men and women could do?</i></p>	<p><b><u>LI: To understand the importance of sharing</u></b></p> <p>Children will share their understanding of what sharing means, and why it is important. They will then discuss scenarios to do with sharing, and consider how sharing can impact themselves and others around them.</p>



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- test that their toy moves in the way they had planned – children will have the opportunity to identify and fix issues in the lesson.

*Are there in fact any roles that cannot be done equally well by either men or women?  
What happens in households where only one gender is present?  
Do the things we see online, in movies and TV show stereotypes?  
Can the children think of some examples?*  
Introduce the concept of stereotypes.

## 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.