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English- Information texts				
Monday	Tuesday	Wednesday	Thursday	Friday
To plan a non-chronological paragraph (shelter)	To create a non-chronological paragraph (shelter)	To create a non-chronological report.	To create a non-chronological paragraph (Conclusion).	To edit and publish a non-chronological report.
<p>Key Vocabulary: subject, object, verb, article, determiner, preposition.</p> <p>Key Questions: How do we know what the article is about? What purpose does the first paragraph serve? Why are quotes included and not reported speech? What does non-chronological mean? What does the term shelter mean? What clues can you find in the text?</p>	<p>Key Vocabulary: questions, facts, opinions, summarise, synthesis, research, systematic, purpose, audience</p> <p>Key Questions:</p> <ul style="list-style-type: none"> Why must we consider purpose and audience carefully? What is good about this piece of writing? What could the target be? How can we decide what information to record, when researching, and which to discard? 	<p>Key Vocabulary: questions, facts, opinions, summarise, synthesis, research, systematic, purpose, audience</p> <p>Key Questions:</p> <ul style="list-style-type: none"> Why must we consider purpose and audience carefully? What is good about this piece of writing? What could the target be? How can we decide what information to record, when researching, and which to discard? 	<p>Key Vocabulary: conclusion, summarise, questions, facts, opinions, summarise, synthesis, research, systematic, purpose, audience</p> <p>Key Questions:</p> <ul style="list-style-type: none"> Why must we consider purpose and audience carefully? What does conclusion mean? What reading strategy is it linked with? What is good about this piece of writing? What could the target be? How can we decide what information to record, when researching, and which to discard? 	<p>Key Vocabulary: publish, edit, conclusion, summarise, questions, facts, opinions, summarise, synthesis, research, systematic, purpose, audience</p> <p>Key Questions:</p> <ul style="list-style-type: none"> Why must we consider purpose and audience carefully? What does conclusion mean? What reading strategy is it linked with? What is good about this piece of writing? What could the target be? How can we decide what information to record, when researching, and which to discard?
<p>Recap with the class about what a rhetorical question is. Show children an example of a child-made non-chronological paragraph and ask them to find clues within the text to explain what the term diet means. That will be the focus of their writing for the lesson. Show children a different child-made example of writing and discuss what the paragraph is teaching us about the stone age, what is the focus information. Repeat the process with a different example text. Ask children to mind-map some ideas that they know from previous lessons about what people would use as shelter in the Stone-age.</p>	<p>Recap the focus word from the previous lesson - shelter- and discuss what that term means. Recap with the class and record some of their ideas for the information that children have about the shelter of stone age people. Display a child-made paragraph about the stone age shelters and ask the children what is good about the paragraph and what the target for the writing could be. Show the children how the paragraph is constructed and the important features within the example text. Repeat the process with a different example text. Discuss what is the same and what is different about both examples shown so far. Model-write an example of the paragraph about stone age shelter - using the children's ideas and converting them into longer sentences.</p>	<p>Discuss the focus word for today's lesson and discuss what it means - tools. Recap with the class and record some of their ideas for the information that children have about the tools of stone age people. Display a child-made paragraph about the stone age tools and ask the children what is good about the paragraph and what the target for the writing could be. Show the children how the paragraph is constructed and the important features within the example text. Repeat the process with a different example text. Discuss what is the same and what is different about both examples shown so far. Model-write an example of the paragraph about stone age tools - using the children's ideas and converting them into longer sentences.</p>	<p>Discuss the focus word for today's lesson and discuss what it means - conclusion. Discuss as a class about how it connects to the reading strategies that we study. Recap with the class about the information that they have written about so far in their non-chronological report. Display a child-made conclusion paragraph and ask the children what is good about the paragraph and what the target for the writing could be. Show the children how the paragraph is constructed and the important features within the example text. Repeat the process with a different example text. Discuss what is the same and what is different about both examples shown so far. Show children some closed procedure sentences that they could use during their own conclusions for their reports.</p>	<p>Discuss as a class the main features that a non-chronological report needs to make it a good piece of writing. Recap the information that the children have written throughout the week and explain how they will be using their purple pen to edit their work. Display some writing and ask children about how they could edit this piece to make it stronger. Finally, explain to the children that they will be publishing their pieces of writing into a proper non-chronological report.</p>
Children will independently write down their ideas about what the shelter was like for stone age people.	Children will independently write their own stone age shelter paragraph.	Children will independently write their own stone age tools paragraph.	Children will independently write their own conclusion.	Children will be editing and publishing their non-chronological reports.



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This week's reading focus: **Reading Strategy 6 - Fix-up strategies**

<p>Monday To form questions about a text.</p>	<p>Tuesday To apply prior knowledge/ context information to comprehend a text</p>	<p>Wednesday To reconstruct information in a concept map</p>	<p>Thursday LI: To deduce the meaning of words from context</p>	<p>Friday To use structure and organisation to clarify meaning</p>
<p>Input: Last week, we explored some of the barriers that readers have to comprehension. Explain that something good readers do to help them make sense of a text is to form questions about it. Explore what makes a good question, using 5 Ws. Main task: Together, read the text about land use and annotate it with questions that we form.</p>	<p>Input: Synthesising is an important reading strategy, especially if the reader is reading for the purpose of researching, like we are for our double-page spread. Synthesising is the process of pulling together background knowledge, newly learned ideas, connections, inferences and summaries from more than one text. This can be tricky as it is a lot of words and ideas to understand. However, good readers use prior knowledge to help them. This is what we have been doing on our mind-map for Geography. Main task: Children read the text about the UK and using the subheadings, record their selected information onto their on-going mind map</p>	<p>Input: Following the IWB, the children will learn that when readers synthesise information, they bring together facts from multiple sources to create an overall understanding of the material. Readers blend their background knowledge, new information from the reading, and facts learned in discussion to develop a deeper level of comprehension. The children will be taught that one easy approach to learning Synthesising is the REST method. R – read two different sources about a topic and record ideas. E – edit notes and combine concepts that are similar. S – synthesise by combining notes with what you already know about the topic. T – think about your new ideas and connect them to what you already know. Main task: The children are to use the text to gather relevant information about settlements and land use in the UK</p>	<p>Input: The teacher will model different types of vocab questions and explore shades of meaning, using words and images from the class text. Children come up with synonyms for the words explored so far, using images to give context'. Mini task: Children verbalise use of the words on the board (linked to settlements and land use), in a sentence with actions (photos to be taken to stick into books) Main task: Children read the text and complete the vocabulary worksheet</p>	<p>Input: In previous weeks, we developed Reading Strategy 4. Today we will be using those skills to help us when summarising and Synthesising. Summarising is: to give an outline of a topic, identifying the key ideas. Synthesis is: the joining together of information from different places to create an idea. Model how we can use 'determining importance' in achieving this. Activity: The children will read the non-fiction text about the settlements in the UK and define technical vocabulary using context information, identify the key information. Plenary: Children add these ideas to their mind map (ongoing to support their double page spread in History)</p>



Handwriting	Spelling and dictation	Word of the day
<p>To form and join the letters: ai</p>	<p>To recall and apply spelling rules (assessment)</p>	<p>Monday: sinew</p>
<p>Introduction: Children will do the 'ready to write' exercises to warm-up and stretch the muscles they will use for writing.</p> <p>Watch me: Watch me: practise forming repeated patterns that develop the hand motion needed for this formation. 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). 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: ai, al, ay</p> <p>Main task: Children practise this formation in the context of the following words: tail, tale, play, tray, stray, sale, pail, sail, gale</p>	<p>Commonly mis-spelt spellings from the term:</p> <p>mystery, rhyme, measure, pleasure, fracture,</p> <p>decision, division, invasion, diversion, poisonous, dangerous, adventurous, generous, misbehave, disobey, disappear, impossible, reappear, immobile, improbable</p> <p>Revision methods:</p> <ul style="list-style-type: none"> • spelling scribble • word pyramids • word pictures • words within words • look, cover, write, check 	<p>Tuesday: muscle</p> <p>Wednesday: nerve</p> <p>Thursday: joint</p> <p>Friday: repair</p>



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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	To refine multiplication skills	To refine division skills.	To recap additional skills.	To recap subtraction skills.	To apply adding and subtracting skills.
Key vocabulary and key questions	<p>Key Vocab: factors, multiples, products</p> <p>Key Questions: What information do we have? What information do we have most of? What information do we need? How will we calculate the missing information? How will we check our solutions?</p>	<p>Key Vocab: multiply, divide, increase, decrease, ...times larger/smaller</p> <p>Key Questions: What information do we have? What information do we have most of? What information do we need? How will we calculate the missing information? How will we check our solutions?</p>	<p>Key Vocab: same as, equal to, multiply, divide, product, quotient, dividend, factor, divisor, equivalent</p> <p>Key Questions: What information do we have? What information do we have most of? What information do we need? How will we calculate the missing information? How will we check our solutions?</p>	<p>Key Vocab: correspondence, combination, options, systematic, factors, products</p> <p>Key Questions: What information do we have? What information do we have most of? What information do we need? How many ways can we...? How will we calculate the missing information? How will we check our solutions?</p>	<p>Key Vocab: correspondence, combination, options, systematic, factors, products</p> <p>Key Questions: What information do we have? What information do we have most of? What information do we need? How many ways can we...? How will we calculate the missing information? How will we check our solutions?</p>
Introduction and learning	Children are introduced to a range of word problems based on the skills of multiplying and dividing. Children will work together in pairs to identify the key features of the word problem before solving them on whiteboards.	Children are presented with word problems where the numbers are missing. The key is to discuss the language being used and how to solve them. Children then independently solve the word problem presented to them.	Children will be recapping the adding skills across the tens and hundreds. Teachers will identify and address any misconceptions that arise. As a class, discuss the reasoning problem and explain the mistake being shared.	Children will be recapping the subtraction skills across the tens and hundreds. Teachers will identify and address any misconceptions that arise. As a class, discuss the reasoning problem and explain the mistake being shared.	Children are presented with word problems where the numbers are missing. The key is to discuss the language being used and how to solve them. Children then independently solve the word problem presented to them.
Activities and application of learning	<p>T1: Children to solve simple word problems.</p> <p>T2: Children to solve more complex word problems.</p> <p>T3: Children apply knowledge of multiples to solve more complex equations.</p>	Children solve a range of word problems based on division and multiplication.	<p>T1: Children to solve equations that do not cross place value columns to build confidence.</p> <p>T2: Children solve equations that do cross place value columns.</p> <p>T3: Children use knowledge of adding to find the missing numbers in the partially completed equations.</p>	<p>T1: Children to solve equations that do not cross place value columns to build confidence.</p> <p>T2: Children solve equations that do cross place value columns.</p> <p>T3: Children use knowledge of subtraction to find the missing numbers in the partially completed equations.</p>	Children will solve a range of word problems based on recapped skills.

Please continue logging into Doodle Maths and Times-table Rockstars regularly



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Spanish	Reading- 20 minutes daily	Topic- Geography	PE
<p><u>LI: to practice our knowledge in conversation</u></p> <p>Children will revise the knowledge and vocabulary we have covered this term. They will practice their Spanish by asking and answering questions with their classmates.</p>	<p>Read every day for at least 20 minutes. Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.</p> <p>- Additional reading resources can be found in Reading Plus, Bug Club and Collins Big Cat books.</p> <p>-Remember to record what you have read in your diary, and get the adult you have read with to sign it.</p>	<p>LI: To evaluate our understanding and knowledge.</p> <p>Children will recap their knowledge and understanding from our unit. They shall then evaluate their own progress and understanding through a quiz and completing their KWL.</p>	<p>Tag Rugby (Invasion games)</p> <p>L.I: To develop defending skills and use them in a game situation.</p> <p>Main Learning:</p> <p>1. Children play a mini-game of 1v1, one child starts at the cone, their aim is to reach the second cone before their partner tags them.</p> <p><u>LI: To develop dribbling a ball with hands.</u></p> <p>Main Learning:</p> <p>1. Exploring dribbling: Children have a ball each and find a space. They need to find a space and practise dribbling their ball with their hand. Dribbling with one hand, on the spot, with their eyes closed, whilst hopping, moving sideways.</p>
DT (CAD)	Science	DT	R.E
<p><u>LI: To draw and manipulate 2D shapes, using computer-aided design (CAD), to produce a point of scale badge.</u></p> <p><i>What persuades you to buy something when you are in a shop?</i></p> <p>Children will have images from shops that catch our idea i.e. sales, buy one get one free.</p> <p><i>What is a point-of-sale display?</i></p> <p>Children will learn that it is a mixture of images and persuasive language encouraging you to buy.</p> <p>Children will refer back to their design criteria from lesson 1 and think about what features their POS will need to have. Children will use the Sketchpad APP on the ipad to design their point of scale.</p>	<p>LI: To evaluate our understanding and knowledge.</p> <p>Children will recap their knowledge and understanding from our unit. They shall then evaluate their own progress and understanding through a quiz and completing their KWL.</p>	<p><u>LI: To evaluate our product.</u></p> <p>Children will complete an evaluation of each element of their product, from the design to the coding, using set questions.</p> <p><i>What are you proud of?</i></p> <p><i>How did your product meet the design criteria?</i></p> <p><i>If you had the chance to repeat the process, what would you do differently? Why?</i></p>	<p>LI: To evaluate our understanding and knowledge.</p> <p>Children will recap their knowledge and understanding from our unit. They shall then evaluate their own progress and understanding through a quiz and completing their KWL.</p>



Alexandra Primary School
Aspire, Perform, Succeed

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Computing	Music
<p>LI: to evaluate the impact of adding other media to an animation</p> <p>Children will continue to work on their animations, discussing how the use of different types of media within an animation can enhance a story. They will then present their completed animations to the class.</p>	<p style="text-align: center;">Ukulele with Hounslow Music Service</p> <p>LI: To recognise and apply the notes G7 and G6.</p> <p>Children will have the opportunity to identify the different notes on the ukulele and apply the notes G7 and G6 in short sequences.</p>

Christmas Holiday Home Learning

Dear Parents and Carers, please note many of the activities below require research. As some of the links are online, please remind your child to practise online safety and work alongside your child to complete their homework when online where possible.

We are asking for the children to **complete at least 3 of the activities** within the grid above to the best of their ability. They can pick the three activities that interest them the most from any of the subject categories. Please upload complete homework to Google Classroom as you complete it or by **Friday 10th January 2025**.

Reading homework: Please read for at least 20 minutes every day and record this in your pupil planner as a reading log.

Doodle English: Work hard each day to turn your tracker green.

Times Tables Rockstars: Rock Stars Battle of Year 3

Complete your Soundchecks and activities to earn points for your class. There is one battle a week. The battles start Tuesdays 4pm and finish the following Monday at 6pm.

Geography	Design and Technology	Mathematics - Statistics
<p>https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z6x2382#zs9bg7h</p> <p>Draw a map of Ancient Egypt. Show the important settlements and landmarks e.g.</p> <ul style="list-style-type: none"> Pyramids of Giza Luxor Alexandria 	<p>To the Ancient Egyptians, farming was important. However, it was also challenging as most land in Egypt was arid and dry (except for the land surrounding the Nile).</p> <p>KQ: How did they irrigate it? The main technique was to move water from the Nile through man-made channels, filled by a tool called a '<i>shaduf</i>'.</p> <p>Research this piece of equipment and draw a diagram / create a model to show how the tool was used.</p> <p>https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zfhbbqt</p>	<p style="text-align: center;">What is the weather like in Egypt?</p> <p>Make a bar or line chart of the differences in temperature for each month (Jan to Dec). Then write up some interesting facts and findings you can see from your chart.</p> <div style="text-align: right;"> </div> <p>https://www.metoffice.gov.uk/weather/world/egypt</p>
History	English	Art
<p>What did the Ancient Egyptians believe in?</p> <p>Research the beliefs of the Ancient Egyptians and create a fact-file about one of their many, many gods.</p> <p>https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z4m8pg8</p>	<p>Watch the BBC clip https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zqmyydm</p> <p>Then, write a diary entry from the perspective of a child living in Ancient Egypt.</p>	<p style="text-align: center;">What did an Egyptian Death Mask look like?</p> <p>Draw/paint/collage/make a model of one. Bring in your creation to add to our class display.</p> <p style="background-color: yellow;">*As a family, visit the British Museum to see some real Egyptian mummies and other artefacts.</p>