

Weekly Overview Year Group: 3 Week beginning: 17th June 2024.



Alexandra
Primary School

Aspire, Perform, Succeed

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English:	English - Comic Strips			
Monday	Tuesday	Wednesday	Thursday	Friday
LI: To discuss and record ideas (shared plan)	LI: To organise ideas in a logical order	LI: To use a variety of sentence types. (Shared write)	Sports Day	LI: To establish a viewpoint
<p><u>Key Vocabulary:</u> <i>Opinion, fact, rebuttal, statement, argument, support</i></p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> ● Why is the order in which ideas are presented important? ● How do we elaborate a main point with evidence? ● Why are facts such as percentages and expert quotes important? 	<p><u>Key Vocabulary:</u> <i>Structure, order, organisation, linking</i></p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> ● What is the rule of 3? ● Where does the thesis statement go? ● How can we use existing text models to help us by substituting the details? 	<p><u>Key Vocabulary:</u> <i>expand, elaborate, complex, compound, fronted adverbial.</i></p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> ● Why is it important to use a variety of sentence types? ● Where is an appropriate location for a rhetorical question? 		<p><u>Key Vocabulary:</u> <i>Opinion, fact, rebuttal, statement, argument, support</i></p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> ● Why is the order in which ideas are presented important? ● How do we elaborate a main point with evidence? ● Why are facts such as percentages and expert quotes important?
<p><u>Starter</u> On-screen, there are some images and some customer opinions. Children match the opinions with the picture.</p> <p><u>Watch me:</u> Explain to children that this week, we will be planning and composing- a holiday brochure persuading the reader to visit Hounslow (linked to our last</p>	<p><u>Starter</u> : Children are given phrases from a brochure which have been cut up). They need to infer what they think the brochure is trying to advertise/ persuade. Feedback to class, explaining their choices.</p> <p><u>Watch me/ help me/ show me</u> Using the research notes from yesterday's lesson, the teacher will model completing the graphic organiser to plan our ideas.</p>	<p><u>Starter</u> Play persuasive features Bingo.</p> <p><u>Watch me:</u> Teacher to use the plan from yesterday to model expanding the ideas into full sentences and paragraphs. Show the children how to include the persuasive fronted adverbials to link the main points</p>		<p><u>Starter</u> On-screen, show images from Greece- What brochure might these belong to?</p> <p><u>Watch me:</u> Explain to children that this week, they will be creating their Geography double-page spread- a holiday brochure persuading the reader to holiday in Greece.</p> <p><u>Help me:</u></p>

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<p>Geography unit)</p> <p>Help me: What features must a place have to be a good place to visit? Use these as headings on a research record sheet to organise our ideas.</p> <p>Show me: identify facts, statistics, and quotes to support each main point.</p>		<p>and evidence.</p> <p>Help me: Children to help in choosing appropriate emotive and exaggerated language.</p> <p>Show me: On whiteboards, children show an appropriate rhetorical question for the text.</p>		<p>What features must a place have to be a good holiday resort? Help me: Use these as headings on a graphic organiser to organise our research on Greece</p> <p>Show me: Using our geography work and the iPad, identify 2 facts about Greece that will support our viewpoint in the brochure.</p>
<p>Main task: Children continue to complete their research, recording their research to be used in tomorrow's lesson.</p>	<p>Main task: Children use the skeleton and the text structure in conjunction with the ideas recorded in yesterday's lesson to plan the brochure convincing people to visit Hounslow.</p> <p>Plenary: Purple pen time- children annotate their plan with any linking language they plan to use.</p>	<p>Main task: Children and teacher expand their plans (written yesterday) into full sentences and paragraphs.</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 continue to complete their research, recording their research to be used in tomorrow's lesson.</p>

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This week's reading focus: **Reading Strategy 5- Monitoring comprehension**

<u>Monday</u> To identify when a text doesn't make sense.	<u>Tuesday</u> To recognise inconsistencies within a text	<u>Wednesday</u> To explore how vocabulary impacts understanding	<u>Thursday</u> To explore how structure impacts understanding	<u>Friday</u> To identify how language, genre and organisation contribute to meaning.
Children will recap what the fifth reading strategy is. They will be introduced to an unfamiliar text, and consider what linguistic and structural features help them to identify when the text doesn't make sense.	Children will explore what an inconsistency is, and how we can notice them in a text. They will read through a non-fiction text, and look for any inconsistencies or contradictions in the information they have been presented.	Recapping the two texts they have already explored; children will discuss any unfamiliar or incorrectly used vocabulary. They will consider how this may impact the meaning of the text as a whole.	Children will be presented with a jumbled-up piece of text. They will use their structural knowledge to reassemble the text, considering how the structure will impact the reader's understanding of the text.	In small groups, children will be presented with an unfamiliar text. They will then work together to identify the inconsistencies in the text, and where their understanding breaks down.

Handwriting	Spelling and dictation	Vocabulary
LI: To form and join the letters: <i>ive</i>	LI: To spell words with 'aw' spelled 'augh' or 'au'.	Word aware: linked to the wider curriculum
<p><u>Watch me:</u> 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><u>Help me/ Show me:</u> We will then learn how to form groups of letters, requiring this join, The teacher will model this, and children will trace/ copy: <i>live, five, hive</i></p> <p><u>Main task:</u> Children practise this formation in the context of the following words: <i>live, five, hive, sieve, having, living, have, dive, active.</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;"><i>author, daughter, autumn, naughty, applaud, slaughter, cause, caught, astronaut, haughty</i></p>	<p><i>astronaut anatomy irony sarcasm rhapsody</i></p>

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>LI: To make polygons</u>	<u>LI: To recognise and describe 3-D shapes</u>	<u>LI: To make 3-D shapes</u>	<h1>SPORTS DAY</h1>	<u>To add fractions</u>
Key vocabulary and key questions	<p>Key Vocab: faces, surfaces, vertices, vertex, edges, 3d shape names, Carroll Diagram, Venn Diagram</p> <p>Key Questions: How many faces/edges/vertices/curved surfaces does a _____ have? What shape are the faces of a _____? What types of lines can you see on a _____? Can you spot objects around the classroom that are cubes/cuboids etc.? Can you guess the shape from the description given?</p>	<p>Key Vocab: faces, surfaces, vertices, vertex, edges, 3d shape names, Carroll Diagram, Venn Diagram</p> <p>Key Questions: How many faces/edges/vertices/curved surfaces does a _____ have? What shape are the faces of a _____? What types of lines can you see on a _____? Can you spot objects around the classroom that are cubes/cuboids etc.? Can you guess the shape from the description given?</p>	<p>Key Vocab: faces, surfaces, vertices, vertex, edges, 3d shape names, Carroll Diagram, Venn Diagram</p> <p>Key Questions: How many faces/edges/vertices/curved surfaces does a _____ have? What shape are the faces of a _____? What types of lines can you see on a _____? Can you spot objects around the classroom that are cubes/cuboids etc.? Can you guess the shape from the description given?</p>		<p>KV: numerator, denominator, addition, adding, plus, equal</p> <p>KQ: Do you think the denominator changes when we add fractions? Why does the denominator not change when we add fractions?</p>
Teaching and learning	Teacher will demonstrate using visualiser how to carefully construct different polygons using pencil and ruler.	<p>Starter: 8x times tables</p> <p>Ping Pong 1: The children recap and identify the 3d shapes.</p> <p>Ping Pong 2: The properties of each shape are investigated and shapes sorted</p> <p>Ping Pong 3: The children use the mathematical vocabulary to describe and guess the 3d shapes.</p> <p>Ping Pong 4: Apply their knowledge to solve and reason about 3d shapes</p>	<p>Ping Pong 1: Names and features of 3d solids</p> <p>Ping Pong 2: Create 3d shapes from their nets and write fact file/feature on each face.</p> <p>Ping Pong 3: Application of 3D shapes</p>		<p>Recap the skill of adding fractions - identify and address misconceptions with the class.</p> <p>Repeat the process focusing on fluency of children in the class - teacher to provide more examples if required.</p> <p>Discuss the mistake that is shown on the board and how the class can solve it.</p>

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Spanish	Music	Topic- Geopgraphy	PE
<p><u>LI: To use 'Tengo...' to explain which tools were using during the stone, iron and bronze ages</u></p> <p>Children will be introduced to new vocabulary, 'Tengo....' and will use it to explain which tools characters from various periods of history have</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 explore climate and how it affects the what of life in a place.</u></p> <p>Starter: What is the weather like today? What adjectives can we use to describe it (try to use technical words). How does the climate today differ from that of 6 months ago (3rd January).</p> <p>Watch me: Explain that the climate is different all around the world, depending on how far a location is from the equator and the North Pole and South Pole, as well as what time of the year is.</p> <p>Together look at: https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7dkhbk</p> <p>Help me: Label the places on the map to show which climate zones they belong to.</p> <p>Show me: How might each type of climate affect the people living there? Complete the t-chart with pros and cons.</p> <p>Main Task: Explore the climate of Greece using the maps, graphs and charts in their pack. Use it to determine what jobs people might have had traditionally, as well as how it affects tourism in modern times.</p>	<p>Athletics:</p> <p><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</p> <p><u>LI: To use jumps, dodges, and ducks to avoid being hit</u></p> <p>Main Learning: Partner target: In pairs with one dodgeball between them. Child A stands against the wall, child B stands 6m away with the dodgeball. Child B tries to hits child A with the ball. Child A uses jumps, dodges and ducks to avoid being hit. Play for 1 minute then change over. <i>Q: What other sports use dodging, jumping or ducking?</i></p>
	<p>Computing</p>		
	<p><u>LI: To adapt a program to a new context</u></p> <p>Children will continue to develop their programming skills and knowledge and will take an existing program and adapt it to fit new specifications.</p>		



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DT	Science	PSHCE	R.E
<p><u>LI: To create a template based on a design.</u> Make 1. Fold a piece of A3 paper in half, draw on your cushion shape and carefully cut this out, this will give you two identical shapes. These will be your templates. 2. Lay the templates onto your chosen cushion material and pin down. 3. <u>Leaving an extra 1 cm gap around the template for the seam,</u> cut the fabric carefully around the template. 4. Draw and cut out any other patches or shapes you will need for your design.</p>	<p><u>LI: To understand the properties of mirrors and how they work.</u> Children will explore the properties of mirrors and discuss how mirrors can be used to reflect light to create images.</p>	<p><u>L.I: To identify how boys' and girls' bodies change on the outside during the growing up process</u> <u>Starter</u> – It is important of learning about how their body will change, so that they will not be worried when it happens to them. <u>Main Task</u> – Take your 'My Life, My Changes', in pairs, discuss this and agree which changes should go in the 'can control' and 'can't control' categories.</p>	<p><u>LI: To explore how fire is used at the Olympics.</u> Children will be learning about the history of the Olympic games and the Olympic flame. They will learn about the symbolism and importance of the flame ceremony. They will then create a fact-file about the Olympic flame.</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: Imagine that you are alive when the first Olympics is happening. Create a poster to advertise the event and encourage people to attend.