

# Weekly Overview Year Group: 3 Week beginning: 18<sup>th</sup> November 2024.



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English:	Instructions: How to wash a Woolly Mammoth			
Monday	Tuesday	Wednesday	Thursday	Friday
To use subordinating conjunctions	To use and punctuate fronted adverbials (shared Write)	To select and combine information (hot write plan)	To use simple organisational devices (hot write)	To prepare a group performance
<p><b>Key Vocabulary:</b> conjunction, subordinating, clause, comma, complex, reason, compare, contrast</p> <p><b>Key Questions:</b> -what does a conjunction do? -what is the difference between a coordinating and subordinating conjunction? -what are the components of a main clause?</p>	<p><b>Key Vocabulary:</b> adverb, fronted adverbial, preposition, chronological, adverbial of time, adverbial of manner</p> <p><b>Key Questions:</b> -What is an adverb/adverbial? -Why do we use fronted adverbials? -Why do we use adverbs and adverbials in an instruction text?</p>	<p><b>Key Vocabulary:</b> introduction, process, logic, chronological, adverbs, conjunctions, terminology</p> <p><b>Key Questions:</b> -How can we demonstrate each step in a process clearly? -What imperative verbs will we need to include? - How can we use language to help the reader understand the order and manner of events?</p>	<p><b>Key Vocabulary:</b> introduction, process, logic, chronological, adverbs, conjunctions, terminology</p> <p><b>Key Questions:</b> -How can we demonstrate each step in a process clearly? -Which devices are most effective at demonstrating logical order? -What language can be used to show the relationship between the events in a process?</p>	<p><b>Key Vocabulary:</b> introduction, process, logic, chronological, adverbs, conjunctions, terminology</p> <p><b>Key Questions:</b> -How can we demonstrate each step in a process clearly? -Which devices are most effective at demonstrating logical order? -What language can be used to show the relationship between the events in a process? -What makes a good tutorial video?</p>
<p><b>Starter</b> A few weeks ago, we studied 'co-ordinating conjunctions. Of the words on the board, identify all the coordinating conjunctions (FANBOYS)</p> <p><b>Watch me:</b> Explain that all of the other words on the screen for the starter activity are subordinating conjunctions.</p> <p><b>KQ: What are subordinating conjunctions?</b> Teacher to explain the function of subordinating conjunctions and their use within instructions, using several examples to demonstrate.</p> <p><b>Help me:</b> Identify the subordinating clause and subordinating conjunction in the instructional sentence.</p> <p><b>Show me:</b> Complete the cloze procedure instruction by inserting the correct subordinating conjunction.</p>	<p><b>Starter:</b> Children classify the adverbs on the screen into the following sections:</p> <ul style="list-style-type: none"> <li>• Manner</li> <li>• Time</li> <li>• Reason</li> <li>• Place</li> </ul> <p><b>Watch me:</b> After recapping the function that adverbs/ adverbials perform in writing, explain that they can be used at the beginning (front) of a sentence and that in that instance, we refer to them as 'fronted adverbials.' Explain that fronted adverbials must be followed by a comma to punctuate them.</p> <p><b>Help me:</b> Identify the fronted adverbials in the instructional text.</p> <p><b>Show me:</b> Correct the text on-screen by editing to ensure that all fronted adverbials are followed by a comma.</p>	<p><b>Starter:</b> Explain that this week, we will be writing our own instructional text '<b>How to make an Iron age woollen tunic</b>' Let's think about the purpose and audience. <b>KQ. What sort of person might make up the audience, and what questions would they have?</b> children jot down their ideas and then, feedback to the class.</p> <p><b>Watch me:</b> Let's look back at our model text (How to wash a woolly mammoth) to magpie ideas about what information to include, create a graphic organiser and generate suitable subheadings for our shared text.</p> <p><b>Help me:</b> When we research, we scan for relevant information, isolating it from other information. Help me scan the text to record the information we need to write the instructions (<b>imperative verbs and nouns</b>)</p> <p><b>Show me:</b> Sometimes, we don't get all the information from one source, and we have to summarise and 'put together' information from various sources. This is called <b>synthesis</b>. Children scan, summarise and synthesise information from various texts to gather appropriate information.</p>	<p><b>Starter:</b> Show children an instructional text where all organisational devices have been removed. Have children discuss what is missing in the text and the effect it has on the reader.</p> <p><b>Watch me:</b> Show children the same text again but this time structured as an instructional text and utilising organisational devices.</p> <p><b>KQ. What makes this one better?</b> <b>Help me:</b> Use brackets to define these expert words <b>Show me:</b> What would make good subheadings for these sections of '<b>How to make an Iron Age woollen tunic</b>'?</p>	<p><b>Starter:</b> Show children a YouTube tutorial. <b>KQ. What is different from the instructions we have been writing these past few weeks?</b> <b>Watch me:</b> Explain that today, we are going to be making our own tutorial video, about an aspect of our learning. What makes a good video tutorial? Together create a success criterion. <b>Help me:</b> Put children into mixed-ability groups. Then come up with a list of concepts we could make a tutorial on e.g.</p> <ul style="list-style-type: none"> <li>• multiplication</li> <li>• using fronted adverbials</li> <li>• how to play tag rugby</li> </ul> <p><b>Show me:</b> In their groups, children decide the purpose of their tutorial. <b>KQ. What equipment will we need to make our videos?</b></p>

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<p><b>Main task:</b> Children complete the 'sentence level' tasks for their group, using subordinating conjunctions</p> <p><b>Extension:</b> Children create a 'learning poster' for Subordinating conjunctions</p>	<p><b>Main task:</b> Together, children and the teacher write their shared text: <i>How to make 'Stone Age Shoes'</i>. They will use the checklist of language and structural features identified but will put emphasis on fronted adverbials, as the LI demands. <i>*Children will be encouraged to generate and use synonyms for the fronted adverbials suggested by the teacher.</i></p> <p><b>Speaking and Listening focus:</b> To prepare a group performance Children work in a small group to create a video tutorial, using the instructions that we wrote together.</p>	<p><b>Main task:</b> Children complete the graphic organiser, noting appropriate information for their 'Hot Write' Instructions. LAPs order the pictures they have been given and then caption each image.</p>	<p><b>Main task:</b> Children use the plans they wrote yesterday to draft their instructional text: How to make an iron Age woollen tunic. <b>Extension:</b> Children use the 'editing station' cards to proofread and independently improve their writing.</p>	<p><b>Main task 1:</b> Children plan and write the script for their tutorial and choose the props they need. All children in the group must have a role e.g. illustrations, selecting music etc.</p> <p><b>Main task 2:</b> When ready, children use the ipad to film their tutorial and then using the app, edit and produce their tutorial. These will then be uploaded to the class folder.</p> <p><b>Part 3:</b> The tutorials will then be played to the class to be evaluated against the success criterion we made earlier in the lesson.</p>
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## This week's reading focus: Reading Strategy 2- Predicting

Monday To use prior knowledge to form predictions (book cover)	Tuesday To form questions about a text	Wednesday To use text evidence to predict	Thursday To identify key information in a text	Friday To select and combine information from a text (comprehension)
Children recap connections to the front cover of a text. They then use these connections to create predictions about the text that the front cover is from.	Children have an excerpt from a text, including some illustrations, that they draw questions from, using connections and predictive skills.	Children recap connections and link them to excerpts from a text. They then use these connections to create predictions leading from what they have read.	Children have a passage of text and front cover from a text that they draw key information from, using clues and key words/phrases.	Children complete comprehension questions around a given text. These are based on predictions but also other skills they have covered from the Reading Strategies thus far.

Handwriting	Spelling and dictation	Word of the day
<p><b>To form and join the letters: ky</b></p> <p><b>Introduction:</b> Children will do the 'ready to write' exercises to warm-up and stretch the muscles they will use for writing. <b>Watch me:</b> 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). <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: ky, hy, ly</p> <p><b>Main task:</b> Children practise this formation in the context of the following words: fly, sly, shy, flyer, sky, mushy, cheeky, Ricky, rocky</p>	<p><b>To spell words with the suffix '-sion'.</b></p> <ol style="list-style-type: none"> <li>Children write this week's spelling words into their pupil planner</li> <li>Find out what the words mean and use the knowledge to complete the activity.</li> </ol> <p style="text-align: center;">television, decision, division, invasion, confusion, version, diversion, excursion, pension, tension</p>	<p><b>Monday: country</b> <b>Tuesday: region</b> <b>Wednesday: capital</b> <b>Thursday: county</b> <b>Friday: province</b></p> <p>Children explore the meaning of the words, use them in sentences and complete a 'word wizard' activity for their favourite one. <i>*Across the half term, each child presents their favourite 'word of the day' to the class through games such as hangman.</i></p>

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	To construct arrays.	To solve multiples of 2.	To solve multiples of 5 and 10.	To create equal groups.	To use arrays to support multiplying.
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> equal groups, amount, in each group, number of groups, times tables, count in groups of</p> <p><b>Key Questions:</b> Are the groups equal? How do you know? There are ? equal groups with ? in each group. In total there are ?</p>	<p><b>Key Vocabulary:</b> equal groups, amount, in each group, number of groups, times tables, count in groups of, multiplication, repeated addition, times, product of, factors</p> <p><b>Key Questions:</b> How many groups are there? How many in each group? How can I write that/ Is there a quicker way?</p>	<p><b>Key Vocabulary:</b> equal groups, amount, in each group, number of groups, times tables, count in groups of, multiples, repeated addition, rows, columns</p> <p><b>Key Questions:</b> How many are in each row? How many are in each column? How can I write these in number sentences?</p>	<p><b>Key Vocabulary:</b> equal groups, amount, in each group, number of groups, times tables, multiples, repeated addition, product, factors</p> <p><b>Key Questions:</b> What information do we have? What information do we need? How will we calculate the missing information? How can we check our solutions? Where is this useful in 'real-life'?</p>	<p><b>Key Vocab:</b> equal groups, groups of, multiply, lots of, repeated addition</p> <p><b>Key Questions:</b> How many equal groups are there? How many per group? How many altogether? How do we know it's equal?</p>
<b>Introduction and learning</b>	<p>Children will watch a video explaining arrays <a href="https://www.youtube.com/watch?v=z8lcZUWbqTO&amp;ab_channel=MightyOwl">https://www.youtube.com/watch?v=z8lcZUWbqTO&amp;ab_channel=MightyOwl</a> Teacher will stop the video several times and discuss the main points of creating arrays. As a class, roll a dice twice to create a multiplication equation and demonstrate using this to create an array and draw it out.</p>	<p>Children will recap the 2 times tables using scratch garden: <a href="https://www.youtube.com/watch?v=GvTcpfSnOMQ&amp;list=RDJyCr0IgbYcl&amp;index=13&amp;ab_channel=ScratchGarden">https://www.youtube.com/watch?v=GvTcpfSnOMQ&amp;list=RDJyCr0IgbYcl&amp;index=13&amp;ab_channel=ScratchGarden</a> Display a number line with missing numbers, children use knowledge of counting in 2's to find the missing numbers. Repeat the process and discuss the increase/decrease.</p>	<p>Children will recap the 5 and 10 times tables using scratch garden: <a href="https://www.youtube.com/watch?v=EemjeA2Djjw&amp;ab_channel=ScratchGarden">https://www.youtube.com/watch?v=EemjeA2Djjw&amp;ab_channel=ScratchGarden</a> <a href="https://www.youtube.com/watch?v=Flati8iGQcs&amp;ab_channel=ScratchGarden">https://www.youtube.com/watch?v=Flati8iGQcs&amp;ab_channel=ScratchGarden</a> Display a number line with missing numbers, children use knowledge of counting in 5's and 10's to find the missing numbers. Discuss as a class what they notice between the 5 and 10 multiplication facts. Children to sort the given numbers into the correct multiple grouping.</p>	<p>Children use the counters on a board and to organise them into equal groups. Repeat the process but children sort into groups of 2. Discuss as a class about the similarities and differences between the equal groups that were created - discuss how they are commutative. Display a word problem and solve it together as a class.</p>	<p>Show children a set of arrays and discuss how we use these to create multiplication equations. Display two matching arrays and get children to discuss what they notice about this. Get children to make arrays using a set of 12 counters, discuss the different arrays that can be constructed.</p>
<b>Activities and application of learning</b>	<p><b>Practical task:</b> Children will roll a dice to create a multiplication equation and then draw these out.</p>	<p><b>T1:</b> Children to find the missing numbers from the number lines. <b>T2:</b> Children use given multiplication facts to explain the other facts provided. <b>T3:</b> Children read and explain the statements given by the characters.</p>	<p><b>T1:</b> Children to identify the multiples of 5 and 10 using a 100 grid. <b>T2:</b> Children will be creating arrays for the multiplication equations given. <b>T3:</b> Children use the grids to sort and organise the numbers into different groups.</p>	<p><b>T1:</b> Children use the visuals displayed to complete the stem sentences. <b>T2:</b> Children use arrays to solve the word problems. <b>T3:</b> Children complete the bar models.</p>	<p><b>T1:</b> Use the visuals to complete the stem equations. <b>T2:</b> Using 20 counters, children create and draw arrays. <b>T3:</b> Solve the reasoning problems.</p>

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

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Spanish	Reading- 20 minutes daily	Topic- Geography	PE
<p><b><u>L1: To ask the questions 'what is your name' in Spanish</u></b></p> <p>Children will recap the knowledge learnt from the previous lesson. They will learn how to ask for someone's name in Spanish, and the appropriate response. They will practise asking and responding to this question 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><b><u>L1: To identify the physical and human features of the UK</u></b></p> <p>Explain what 'physical geography' and 'human geography' is with examples. Explain that today, we will be using a variety of different maps to identify examples of these features within the UK.</p> <p>Look at the topographical contour map of the UK (map 1) together. Explain that this type of map shows 'relief' (the height of land) using a key. Model how the colour changes where land is flat, compared to where there are mountain ranges.</p> <p>On map 2 (showing waterways and bodies of water), model how the colours used are different. Point out the purpose of this type of map and the key that is used to communicate water depth and river length,</p> <p>Together, look at maps 3 (population) and 4 (Ordnance survey map). Explain that settlements and infrastructures such as roads, canals, railway lines are all examples of human geography. Model using the key on each map to identify population density and specific human features.</p>	<p><b><u>L1: To begin to use the 'forward pass' and 'off side' rule.</u></b></p> <ol style="list-style-type: none"> <li>1. Passing behind in pairs. Children will jog around a space, when the teacher says 'pass' they need to pass the ball ensuring their partner is slightly behind or to the side of them.</li> <li>2. The game is repeated as above, however, 4 children form a diagonal line and pass the ball, when the fourth person receives the ball, they run to where the first person is standing and they repeat the process.</li> <li>3. Children play a mini game of 3v1, involving dodging, passing backwards or sideways, receiving and tagging.</li> </ol> <p><b><u>L1: To explore and develop a variety of throwing techniques.</u></b></p> <p>Main Learning: 1. Target practice – using half the balls from the starter, the pupils with the ball will throw, roll or bounce the ball to their partner. Introduce a time constraint.</p> <ol style="list-style-type: none"> <li>2. The game is repeated as above, but this time, how many successful passes can you make in a set time? What sports have time constraints? Goalkeepers, basketball</li> <li>3. Children will practice different types of throws, chest-quick pass, shoulder-pass, bounce-pace, overhead pass – we will discuss when these throws will be made.</li> <li>4. Attackers and defenders, children will travel across a small space. Attackers will have 4 minutes to make a pass and defenders will try to intercept the ball.</li> </ol>
PSHE	Science	DT	R.E
<p><b><u>L1: To recognise that some words can be used in hurtful ways.</u></b></p> <p>Children will be shown a selection of positive and negative words regarding gender equality and stereotyping. They will be asked to answer the following questions:</p> <p><i>How do you feel about these words?</i></p> <p><i>Are the good/bad words - neutral - can they be good/bad?</i></p> <p><i>Can girls use any of these words?</i></p> <p><b><u>Main Task:</u></b></p> <p>Children will write these words onto your post-it notes. As a class we will stick the good/positive behaviour words into the goal and take bad/negative ones out.</p>	<p><b><u>L1: to understand, record and present data</u></b></p> <p>Children will learn about a client, and examine data recorded about their eating habits. They will look at recommended serving sizes and amounts for sugar, fruit and vegetables, and present data about the client's current eating habits through a bar chart.</p>	<p><b><u>L1: To design a product to meet design criterion (Foam pouch for the microbit)</u></b></p> <p><u>What can we learn from nature?</u></p> <p>Children will be shown a picture of a kangaroo with its joey, they will be asked to identify the pouch and what its purpose is. As a class we will record the key features our Micro:bit pouch will need.</p> <p><u>Designing their pouch</u></p> <p>The children will be asked to choose <u>two</u> themes from their mind-map and sketch them into 'Idea one' and 'Idea two' on their design sheet. They will need to add labels to their drawings to explain the additional elements needed beyond the template itself.</p>	<p><b><u>L1: To explore how people remember moral guidance.</u></b></p> <p>Children will be looking in depth at the Jewish practice of using the Tzitzit.</p> <p>They will learn how Judaism has 613 moral guidance rules to follow and to aid them in remembering these they create Tzitzit's on clothing to be a permanent reminder of this guidance.</p>

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**Alexandra**  
Primary School

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Homework	Computing	Music
<p><i>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.</i></p> <p><b>Reading.</b> Read for at least 20 minutes every day. Record what you have read in your Pupil Planner reading log.</p> <p><b>English:</b> In class, we have been learning about instructions. What examples of instructions can you find around your home? In your best handwriting, re-write the instructions, identifying the following features:</p> <ul style="list-style-type: none"> <li>● title</li> <li>● subheadings</li> <li>● list of things needed (bullet pointed)</li> <li>● fronted adverbials</li> <li>● imperative verbs</li> <li>● prepositions</li> <li>● numbered steps</li> <li>● labelled diagram</li> </ul> <p><b>Doodle.</b> Complete Maths, Times-Tables, English and Spelling activities so that you stay in the Green zone.</p> <p><b>Times Tables Rockstars: Rock Stars Battle of Year 3</b> 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.</p>	<p><b>LI: To relate animated movement with a sequence of images.</b></p> <p>Children will learn how movement is created in animation through a sequence of images. They will then learn how to use a program to create their own simple animation.</p>	<p><b>Ukulele with Hounslow Music Service</b></p> <p><b>LI: To play and perform in an ensemble context</b></p> <p>Children are introduced to and focus on playing the ukulele with increasing accuracy, fluency and control.</p>