

Weekly Overview Year Group: 3 Week beginning: 20th May 2024.



Alexandra
Primary School

Aspire, Perform, Succeed

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Writing Across the Curriculum:	History			Science
Monday	Tuesday	Wednesday	Thursday	Friday
UFTON COURT TRIP	Trip Follow Up Activity LI: To write a recount	Lesson 6 LI: To evaluate the significance of a historical person (Alexander the Great)	End of Unit Assessment LI: To communicate knowledge and understanding in a variety of ways	End of Unit Assessment LI: To use organisational devices to explain key concepts
	Key Vocabulary: <i>past tense, personal, 1st person, superlatives, adjectives, verbs, adverbs</i>	Key Vocabulary: <i>significant, event, individual, impact, legacy, important, contribution, citizen</i>	Key Vocabulary: <i>vocabulary, key words/ phrases, skim, scan, summarise, relevant, research, focus</i>	Key Vocabulary: <i>vocabulary, key words/ phrases, skim, scan, summarise, relevant, research, focus</i>
	Starter: Looking at the photos from yesterday's trip, children discuss their favourite part of the day. Watch me/ help me/ show me: The teacher will recap the children's prior learning on recounts (autumn 2- diary entries). Together, collate a relevant word bank about the day. Main task: Using the photos to prompt them and the word bank, children compose a personal recount about their trip to Ufton Court.	Starter: explain that one of the most famous historical figures from the Ancient Greek empire is Alexander the Great. Then have a look at the historical sources that show images of Alexander the Great. Pupils will discuss what each one might tell us about how Alexander the Great is remembered through history and look for any clues about what he might be famous for. Watch me: Together, read through the information to find out about the life of Alexander the Great. Help me:/ show me: children work in groups to perform the actions/ scenes from Alexander the Great's life (as on their cards) Main task: make a map to show how Alexander the Great united and expanded the Greek Empire. Using the resource sheet, colour code the four stages of the empire's growth to record by and then, answer the questions.	Assessment: Children create a 'Double Page Spread', demonstrating the impact that Ancient Greece has had on the modern world, including: <ul style="list-style-type: none"> ● language ● architecture ● mythology (upon which superheroes etc are based) ● Politics ● Philosophy ● Mathematics and Physics ● The Olympics 	Assessment: Children create a 'Double Page Spread', explaining the areas of botany they have been studying: <ul style="list-style-type: none"> ● Parts of a plant ● What plants need to grow ● The root system ● Plant reproduction ● Seed dispersal

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This week's reading focus: Reading Strategy 2 - Prediction				
<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Ufton Court Trip	Children will recap the prediction strategy and discuss methods to help them predict while reading	Children will be introduced to an unfamiliar text. They will use their prediction skills to begin forming questions about the text.	Children will continue to explore the text, examining how events and actions can help us predict.	With an unfamiliar text, children will use their skills to form predictions of the next events in a story.
To make connections to and identify key information in a text	To form questions about a text	To use connections to identify the causal links between events in a text	To use details in a text to form predictions/ speculations	

Handwriting	Spelling and dictation	Vocabulary
LI: To form and join the letters; ly	LI: To spell words with an unstressed vowel.	Word aware:
<p>Watch me: 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>Help me/ Show me:</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: ily, ify, ity</p> <p>Main task: Children practise this formation in the context of the following words:</p> <p>Correctly, clarify, fly, cruelly, happily, slyly, slowly, shyly, lightly</p>	<p>heaven, deafening, definitely, desperate, business, dictionary, library, miserable, different, interesting, frightening, secretary</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>architecture</p> <p>democracy</p> <p>myth</p> <p>mythical</p> <p>pottery</p>

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	UFTON COURT	<u>L.I: To explore turn and angles</u>	<u>L.I: To compare angles</u>	<u>L.I: To compare angles</u>	<u>L.I: To measure and draw accurately.</u>
Key vocabulary and key questions		<p><u>Key Vocab:</u> turn, half, quarter, whole, 3 quarter, angle, straight lines, point, north, south, east, west</p> <p><u>Key Questions:</u> If we start by facing _____ and make a _____ turn, what direction will we be facing? If we face north and make a quarter turn clockwise, which direction will we be facing? What if we turn anti-clockwise? What would the time be if the minute hand started at 1, then made a quarter of a turn? Can you see any angles around the classroom?</p>	<p><u>Key Vocab:</u> acute, obtuse, right angle, greater than, lesser/less than, turn</p> <p><u>Key Questions:</u> What is a right angle? What is an acute? What's an obtuse angle? Can you give me a time where the hands on the clock make an acute/obtuse angle? Can you see an acute/obtuse angle around the classroom? Can you draw me a shape that contains acute/obtuse angles?</p>	<p><u>Key Vocab:</u> acute, obtuse, right angle, greater than, lesser/less than, turn</p> <p><u>Key Questions:</u> What is a right angle? What is an acute? What's an obtuse angle? Can you give me a time where the hands on the clock make an acute/obtuse angle? Can you see an acute/obtuse angle around the classroom? Can you draw me a shape that contains acute/obtuse angles?</p>	<p><u>Key Vocab:</u> acute, obtuse, right angle, greater than, lesser/less than, turn</p> <p><u>Key Questions:</u> What is a right angle? What is an acute? What's an obtuse angle? Can you give me a time where the hands on the clock make an acute/obtuse angle? Can you see an acute/obtuse angle around the classroom? Can you draw me a shape that contains acute/obtuse angles?</p>
Introduction and learning		<p><u>Starter: Carroll diagrams (simmering)</u> <u>Ping Pong 1:</u> Children recognise angles as a measure of a turn. They practice making $1/2$, $1/4$, $3/4$ and whole turns from different starting points in both clockwise and anti-clockwise directions in practical contexts. <u>Ping Pong 2:</u> They should listen to/follow instructions and give instructions using the correct mathematical language in different contexts. <u>Ping Pong 3:</u></p>	<p><u>Starter: Carroll diagrams (simmering)</u> <u>Ping Pong 1:</u> Children identify right angles <u>Ping Pong 2:</u> Children identify whether an angle is greater than or less than a right angle in shapes and turns, by measuring, comparing, and reasoning in practical contexts. <u>Ping Pong 3:</u> Reasoning and problem-solving about angles e.g. True or False, Spot the Mistake.</p>	<p>Children will be learning about the different types of angles – acute, obtuse and right angles. Teacher will provide examples and get children to identify the type of angle. Get children to explain why they've chosen a particular answer.</p>	<p>Children will recap how to use ruler effectively. Children will then be tasked with drawing shapes using specific measurements. Teacher to identify Misconceptions of children using rulers. Discuss misconceptions as a class.</p>

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		<p>Children apply their knowledge in solving worded problems where they need to draw start and finish positions e.g. clock hands, character facing a certain direction</p>		
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Spanish	Music	Computing	PE
<p>LI: To revise vocabulary for the body</p> <p>Children will revise and consolidate their knowledge, then independently use their new vocabulary in a variety of forms and contexts.</p>	<p>Ukulele with Hounslow Music Service</p> <p><u>LI: To perform the songs ensemble 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 understand that social media platforms have rules to keep us safe.</u></p> <p>Children will share what they already know about social media platforms. They will then discuss what rules social media platforms have, such as age restrictions. Children will learn that social media platforms have age restrictions of 13 or 16 and above, and that these rules are there to help keep children safe.</p>	<p><u>Football</u></p> <p><u>LI: To apply the rules and tactics you have learnt to play a football tournament</u></p> <p>Main Learning: Set out two or three pitches, each with cones 4m wide for goals. Referees: One child from each team will help referee each game. They will also need to keep the score. Rotate this person each time the pupils play a new game. Remind all children that the referee's decision is final and it is important to be respectful of the referees, teammates, and opponents at all times. Order of play: For four teams: Pitch 1 1v2 1v3 1v4 Pitch 2 2v4 3v4 2v3</p> <p><u>Athletics</u></p> <p><u>LI: To develop officiating and performing skills</u></p> <p>Main Learning: In groups of six, children complete the following stations as a carousel. They will work in pairs within their group. At all stations three children will work at a time whilst their partner helps to count and measure, except for the relay station in which all six children will work together</p> <p><u>Explain the stations:</u> Speed bounce, Sprints, standing long jump, pull throw, push throw, relay</p>

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Art	Science	PSHCE	R.E
<p>LI: Use equipment and media with confidence. LI: To construct a simple base for extending and modelling.</p> <p>Using the skills developed over the last few weeks, children create their vase, using the clay and the tools provided.</p>	<p>LI: To record our findings and draw conclusions</p> <p>Children will complete the second part of their experiment they began earlier this term. They will observe the plants that have grown from their seeds and consider how the different variables have affected their growth. Children will use their observations to draw conclusions about what plants need to thrive.</p>	<p>L.I: I know how to express my appreciation to my friends and family</p> <p>Main Task – Today, you will be making a streamer: You will have 3 strips; the strips will be: One representing a friend One representing a family member One for a child they don't know but who they respect On each strip to complete the sentence: You are special to me because...</p>	<p>LI: To investigate how water is connected to special places.</p> <p>Children will be learning about the Hindu festival of Kumbh Mela. They will learn about the festival itself and how it is connected to the water of the River Ganges in India. Children will then be creating a poem based on the festival itself.</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.