

Weekly Overview Year Group: 3 Week beginning: 25th November 2024



Alexandra
Primary School

Aspire, Perform, Succeed

Every Monday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on Monday and will be expected to be completed by the Friday of that week.

Diary Entries			
Monday	Tuesday	Wednesday	Thursday
To compose a diary entry (cold write)	To select information from a text to answer a question	To identify the features of a text	To use fronted adverbials within a diary entry.
<p>Key Vocabulary: Past tense, diary entry, first person, perspective</p> <p>Key Questions: -What do you already know about diary entries? -What language might we use in a diary entry? -Who can write a diary entry? -What should a diary entry be about?</p>	<p>Key Vocabulary: Vocabulary, comprehension, retrieval, inference</p> <p>Key Questions: -What kind of text are we looking at? -What connections do we make? -What vocabulary does the author use to help sequence the events? -How have the verbs been written to signal that they are written in the past tense?</p>	<p>Key Vocabulary: Past tense, first person perspective, inverted commas, time conjunctions</p> <p>Key Questions: -What person is the text written in? -How is the text organised? -What organisational devices are used? -What tense is the text written in? -How does the author convey emotion? -What literary techniques does the author use to engage with the reader?</p>	<p>Key Vocabulary: adverb, fronted adverbial, preposition, chronological, adverbial of time, adverbial of manner</p> <p>Key Questions: -What is an adverb/adverbial? -Why do we use fronted adverbials? -Why do we use adverbs and adverbials in an instruction text?</p>
<p>Starter: On screen, show children a selection of pictures from a person's day.</p> <p>KQ: Whose day might these pictures represent? Children discuss with their partner and then feedback to the class, justifying their opinion.</p> <p>Watch me: Explain that today, we are going to pretend to be the person whose day the pictures depict. Together annotate each of the pictures with the necessary vocabulary.</p> <p>Help me: With their partner, children put the pictures into the correct order (each picture has a digital clock next to it to help with sequencing).</p> <p>Show me: Look at the words shown on screen.</p> <p>KQ: Which would a writer use if they were writing in the first person?</p>	<p>Display a stone age-based diary entry and read through as a whole class.</p> <p>Read through the same piece and discuss with the class about identifying the past tense features of the text.</p> <p>Children need to write down on whiteboards the 5 past tense verbs that they can identify from the text.</p> <p>Repeat but focus on adverbial phrases.</p> <p>Discuss with the class about how diary entries are focused on events and people's feelings. Also, discuss the term informal vocabulary and talk about how this is language that you might use with friends but not a boss.</p>	<p>Starter: True or false: The only difference between a diary entry and a story is that a diary entry is based on the events of one day and a story might have a longer timeframe.</p> <p>Children discuss this statement with their partner and then feedback to the class, justifying their answer.</p> <p>Watch me: Today we will be exploring the language and organisational features of a diary entry. The two most important features of a diary entry is that it is written in the 1st person and is a recount so most verbs will be in the past tense.</p> <p>Use the model text to highlight this and start to create a key for use in the main task.</p> <p>Help me: Use the model text to identify the structure and organisational features of a diary entry. Add these to the key we are composing together, to be used in today's main task.</p> <p>Show me: Children will look at the list of language features on screen, and use the model text to help them identify which would be found in a diary entry. Children write these on their whiteboard and show, when prompted. The class teacher will then add these to the key we are composing together.</p>	<p>Display some pictures from Stone Age boy and ask the children to re-order the pictures (helping them remind themselves of the story).</p> <p>Ask children to explain the images by describing what the characters are doing in each image.</p> <p>Focus the children on the task of focusing the girl character instead of the boy.</p> <p>Show children a mock-up diary written from the girl's point of view – ask children to explain what each of the different highlights are representing.</p> <p>https://www.bbc.co.uk/bitesize/articles/zb937p3#z6td6r Watch the recap video about fronted adverbials.</p> <p>Recap the difference between adverbials and fronted adverbials.</p> <p>Returning to the images, ask children to think of some verbs to describe the images activities.</p> <p>Display some fronted adverbials and ask children to match them with the images and their verbs.</p> <p>Share write some of the created sentences into a diary format with the class.</p>
<p>Main task: Children use the images that we sequenced and annotated earlier in the session to write a diary entry from the perspective of the person whose day they depict.</p>	<p>Main task: Children will identify past tense verbs, first person writing, adverbial phrases and informal language from the given diary entry.</p>	<p>Main task: Using the key we composed together, children will re-read the model text and identify the key features through text marking.</p> <p><i>*The class teacher will also do this on an enlarged version of the model text for display on the working wall.</i></p>	<p>Main task: Children use the image prompts and word banks to create their own diary based fronted adverbial sentences pretending to be the girl from the story.</p>

Weekly Overview Year Group: 3 Week beginning: 25th November 2024




Alexandra
Primary School

Aspire, Perform, Succeed

Every Monday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on Monday and will be expected to be completed by the Friday of that week.

This week's reading focus: Reading Strategy 3- visualisation			
<p>Monday To apply prior/ concept knowledge to visualise</p>	<p>Tuesday To retell a story using images</p>	<p>Wednesday To discuss words and phrases that capture the imagination</p>	<p>Thursday To identify text evidence to form character profile</p>
<p>Starter: Using the Anchor chart, recap the techniques that readers use to visualise. Watch me: Show words on the screen (verbs, prepositions, adverbs). Explain that in certain texts these words are helpful when visualising. Link to recent learning (instructions in our writing lessons and Geography where we have been developing locational knowledge). Help me: Play 'Simon says' to develop the language of direction. Show me: Skim and scan the map to find certain locations. Main task: Children work in pairs to give instructions to get from one specified point on the map to another.</p>	<p>Starter: show images of a child getting ready for school in the morning. Children work with their partner to put the images in order, justifying their choice. Watch me: link to the new T4W unit on diary entries. Explain that diary entries are personal recounts and that the writer focuses on only the main events of the day. Things that are mundane or inconsequential don't usually be included. Help me: Together read the diary entry and identify the main events. Show me: As this text type is personal, the author often includes emotions, feelings and thoughts. How could we include this information, when retelling the text through images? Match the facial expressions to the feelings. Main task: Children read the diary entry and create a text map, using images to retell the events.</p>	<p>Starter: Children look at the images on screen and match each to the correct sentence to caption them. Watch me: Explain that in each of the sentences we just read contained language that enabled us to match the picture to the sentence:</p> <ul style="list-style-type: none"> ● nouns ● adjectives ● prepositions ● verbs ● adverbs. <p>Help me: Together, read the text and identify the nouns, adjectives and prepositions, using the key to text-mark. Show me: Together, read the text and identify the verbs and adverbs, using the key to text-mark. Main task: Children produce an image depicting what they visualised, from the language we identified together.</p>	<p>Starter: children work in pairs to match the synonyms of emotions to each picture of facial expressions. Watch me: Explain that facial expressions can tell us a lot about a character in a text, but that authors give the reader lots of other clues about a character and their feelings/ behaviours:</p> <ul style="list-style-type: none"> ● Actions ● words spoken ● body language ● tone of voice ● interactions/ reactions to/ with other characters. <p>Help me/ show me: Find the evidence in the text that describes how the character is feeling. Main task: Children have a passage of text that they draw key information from enabling them to visualise the character. They then use this to produce an annotated profile of the character, including an illustration.</p>

Handwriting	Spelling and dictation	Word of the day
<p>To form and join the letters: ha</p> <p>Introduction: Children will do the 'ready to write' exercises to warm-up and stretch the muscles they will use for writing. 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). 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: <i>ha, ta, fa</i> Main task: Children practise this formation in the context of the following words: <i>hair, have, hay, stare, thank, stand, hare, fair, fare</i></p>	<p>To modify words with the suffix '-ous'.</p> <ol style="list-style-type: none"> 1. Children write this week's spelling words into their pupil planner 2. Find out what the words mean and use the knowledge to complete the activity. <p style="text-align: center; color: green;">poisonous, tremendous, dangerous, jealous, outrageous, adventurous, enormous, famous, generous, nervous</p>	<p>Monday: continent Tuesday: compass Wednesday: mountain Thursday: landmark Friday: peak</p> <p>Children explore the meaning of the words, use them in sentences and complete a 'word wizard' activity for their favourite one. *Across the half term, each child presents their favourite 'word of the day' to the class through games such as hangman.</p>

Weekly Overview Year Group: 3 Week beginning: 25th November 2024



Alexandra
Primary School

Aspire, Perform, Succeed

Every Monday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on Monday and will be expected to be completed by the Friday of that week.

Maths	Monday	Tuesday	Wednesday	Thursday
	LI: To multiply by 3	LI: To divide by 3	LI: To identify multiplication facts for 3.	LI: To count in multiples of 4.
Key vocabulary and key questions	<p>Key Vocabulary: equal groups, amount, in each group, number of groups, times tables, multiples, repeated addition, product, factors</p> <p>Key Questions: What are the factors? What is the product? What does this look like in repeated addition and groups? How about in arrays? What factors could go here to create this product?</p>	<p>Key Vocabulary: equal groups, amount, in each group, number of groups, times tables, multiples, repeated addition, product, factors</p> <p>Key Questions: What are the factors? What is the product? What does this look like in repeated addition and groups? How about in arrays? What factors could go here to create this product?</p>	<p>Key Vocabulary: equal groups, amount, in each group, number of groups, times tables, multiples, repeated addition, product, factors</p> <p>Key Questions: What are the factors? What is the product? What does this look like in repeated addition and groups? How about in arrays? What factors could go here to create this product?</p>	<p>Key Vocabulary: sharing, grouping, repeated subtraction, equal groups,</p> <p>Key Questions: How can you share into equal groups? How can you put the number of into equal groups of ? What is the difference between sharing and grouping? Is the question asking you to share or group? How do you know?</p>
Introduction and learning	<p>Children will recap skip counting through the video: https://www.youtube.com/watch?v=l_cn87hOCDM&ab_channel=ScratchGarden Display a set of muffins on some plates and go through the stem sentences as a class. Get children to decipher the stem sentences and feedback to the class.</p>	<p>Show children a visual representation of dividing a number into groups. Use children to help explain the example. Children draw out the division on whiteboards. Repeat and address misconceptions. Show children how to use bar models to represent divisions by 3.</p>	<p>Children will recap skip counting through the video: https://www.bbc.co.uk/teach/supermovers/ks2-maths-the-3-times-table/z6sw382 Children can identify the multiplication using the visual provided. Children to complete the missing numbers independently.</p>	<p>Children will recap skip counting through the video: https://www.bbc.co.uk/teach/supermovers/ks1-maths-the-4-times-table-with-cyril-the-swan/zmsw382 Display a set of muffins on some plates and go through the stem sentences as a class. Get children to decipher the stem sentences and feedback to the class.</p>
Activities and application of learning	<p>T1: Children complete the stem sentences using the visuals as support. T2: Children to complete the different representations for the multiplication. T3: Children solve reasoning problems.</p>	<p>T1: Children complete the stem sentences using the visuals as support. T2: Children draw out the division equations. T3: Children solve division word problems.</p>	<p>T1: Children use the visuals to solve the multiplication equations. T2: Children solve the equations. T3: Children solve reasoning problems.</p>	<p>T1: Children complete the stem sentences using the visuals as support. T2: Children to complete the different representations for the multiplication. T3: Children solve reasoning problems.</p>

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

Weekly Overview Year Group: 3 Week beginning: 25th November 2024



Alexandra
Primary School

Aspire, Perform, Succeed

Every Monday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on Monday and will be expected to be completed by the Friday of that week.

Spanish	Reading- 20 minutes daily	Topic- Geography	PE
<p><u>LI: To be able to ask 'What is your name?' in Spanish</u></p> <p>Children will consolidate their prior learning of Spanish greetings and develop their Spanish conversational skills further by learning how to ask someone for their name.</p> <p><u>Vocabulario Importante:</u></p> <ul style="list-style-type: none"> - Hola - Buenos Dias - Buenas Tardes - Buenas Noches - Como estas? - Estoy bien, muy bien, no tan bien. - Como se llamas? 	<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><u>LI: To identify the physical and human features of the UK</u></p> <p>Explain what 'physical geography' and 'physical 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, 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 physical geography. Model using the key on each map to identify population density and specific physical features.</p>	<p>Tag Rugby (Invasion games)</p> <p><u>L.I: To dodge a defender and move into space when running towards the goal.</u></p> <p>Main Learning:</p> <p>1. Dishes and domes: class is split into 2 teams. One team are dishes (facing up), one team are domes (facing down). One the teacher's command the pupils play against each other to turn the cones their way.</p> <p><u>LI: To develop catching skills using one and two hands.</u></p> <p>Main Learning:</p> <p>1. Try it out: Children will have a variety of throwing items. They will explore throwing and catching in different ways. Challenge, can they clap between, catch with alternate hands.</p>
<p>Computing</p>			
<p><u>LI: To plan an animation.</u></p> <p>Children will learn about stop-frame animations and how it can be created.</p> <p>They will then plan their own stop-frame animation.</p>			

Weekly Overview Year Group: 3 Week beginning: 25th November 2024



Alexandra
Primary School

Aspire, Perform, Succeed

Every Monday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on Monday and will be expected to be completed by the Friday of that week.

PSHE	Science	DT	R.E
<p><u>LI: To recognise that some words can be used in hurtful ways.</u></p> <p>Children will be shown a selection of positive and negative words. 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><u>Main Task:</u></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><u>LI: To identify that humans and other animals have skeletons.</u></p> <p>Children will be learning about the different groups of animals, like vertebrates and invertebrates.</p> <p>Children will be learning about the skeletons of animals and how some animals have exoskeletons.</p> <p>Children will be sorting and describing the different animals using their knowledge of vertebrates and invertebrates.</p>	<p><u>LI: To create and decorate a foam pouch for the Micro:bit, using a template</u></p> <p>As a class we will recap on the key features our pouch needs and refer back to our plans from the previous lesson before using the template as a stencil to make a foam pouch that can hold a Micro:bit.</p> <p><i>How well does the pouch hold the Micro:bit?</i></p> <p><i>Can the Micro: bit be seen flashing in the pouch? (Fit for purpose)</i></p>	<p><u>LI: To describe how some people apply religious guidance in daily life.</u></p> <p>Children will be learning about the five pillars of Islam and about what each of the pillars represents.</p> <p>They will also learn about Yama and Niyama from Hinduism.</p> <p>In groups, children will be sorting the scenario cards and answering questions about them.</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.

Doodle. Complete Maths, Times-Tables, English and Spelling activities so that you stay in the Green zone.

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.

Homework focus:

November is National Novel Writing Month! To acknowledge this, your homework is to get inspired and write a creative story that starts with the line:

“Monday morning seemed to flow just like any other day, I cooked, ate and brushed my teeth. Suddenly, everything was forever changed by a knock at the door...”

Try to think about a few ideas and make some notes before writing your creative story, how can you make your idea unique? Can you think of something that nobody else would've chosen? Can you write a story that only you can tell?