

Montbelle Primary School: Interim Weekly Planning Format

Year/Class: Year 3 Nelson/Henry VIII

Teacher: Miss Goddard/Mrs Wardrope

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* In the event that remote learning is put in place, class emails will be monitored daily.

	Monday	Tuesday	Wednesday	Thursday	Friday
English	<p>What we are learning (LO): To know how to recount an experience or event.</p> <p>Must: Be able to write from personal perspective.</p> <p>Should: Be able to use a variety of openers that include time adverbials that support chronology.</p> <p>Could: Write in paragraphs so that ideas are chunked together in a series of sentences.</p> <p>Activity: To write about your Christmas holiday experiences, including the emotions reflected. Have a discussion with your adults about activities and days that you enjoyed most.</p> <p>Resources: Powerpoint.</p>	<p>What we are learning (LO): To understand how to review a product (CC: DT)</p> <p>Must: Have a product that you have designed and made.</p> <p>Should: Be able to reflect upon the different stages of planning and creating.</p> <p>Could: Consider how your product could be improved in the light of the process.</p> <p>Activity: To evaluate your Christmas Fair product.</p> <p>Resources: Photo of your Christmas product. If you were absent for this session, please use the time to create a New Year Decoration that brings happiness to a family member. You can later consider the planning and making process.</p>	<p>What we are learning (LO): To revise/learn use of suffix ness/ful (SPAG – Spelling, punctuation and grammar)</p> <p>Must: be able to segment and blend words with suffixes</p> <p>Should: Select preferred spelling strategies, eg, shape, pyramid, word image association or segmentation to practise words for accuracy in spelling.</p> <p>Could: Use practised words in context, by writing your own sentences.</p> <p>Activity: Practise the spelling of words and use them in context.</p> <p>Resources: Word lists.</p>	<p>What we are learning (LO): To retell a known story</p> <p>Must: Know and understand the story of Swan Lake and be able to retell it in a series of sentences.</p> <p>Should: Be able to write in chronological order from the perspective of one of the characters.</p> <p>Could: As above and use emotive language when retelling the story.</p> <p>Activity: To retell the story of Swan Lake. Can you use paragraphs to develop your ideas in chunks? Can you use simple and extended sentences? How will you structure it through vocabulary choices?</p> <p>(We will return to your writing tomorrow to improve first draft, publish and use for display work).</p> <p>Resources: Swan Lake writing.</p>	<p>What we are learning (LO): To know how writing can be improved</p> <p>Must: Have completed first draft from yesterday and be able to improve through vocabulary choices. Does your writing say what you expected it to say? Make change if you need to.</p> <p>Should: Check use of capital letters, punctuation, use of subordinate and co-ordinating conjunctions to join extended sentences and improve draft with adjectives.</p> <p>Could: As above and Indicate paragraphing by understanding where they begin to ensure it is included when publishing.</p> <p>Activity: Reread yesterday's writing. Continue if time is needed until completion. Up-level first draft and publish taking into account any alterations or additions.</p> <p>Resources: Editing Powerpoint and own retelling of the story.</p>

<p>Guided Reading</p>	<p>What we are learning (LO): To understand what you read in books by checking that the text makes sense, discussing your understanding and explaining the meaning of words in context.</p> <p>Must: Ensure you correct yourself by re-reading if sentences don't make sense.</p> <p>Should: Make a note of any words that you don't understand and discuss them with an adult.</p> <p>Could: Use a dictionary to find out about any words that you are unsure of.</p> <p>Activity: Choose a book that you can read independently at home.</p> <p>Resources: A book of your choice that you can read independently.</p>	<p>What we are learning (LO): To know how to identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Must: Be able to read and talk about what you have read.</p> <p>Should: Be able to draw upon key facts from given except and record your results.</p> <p>Could: Be able to</p> <p>Activity: To talk about and write about key points to summarise your reading.</p> <p>Resources: Except</p>	<p>What we are learning (LO):</p> <p>Must: Read questions carefully to ensure you understand what they are asking?</p> <p>Should: Skim text in search of responses to questions.</p> <p>Could: Respond to questions which involve considering why characters behave in a certain way or why events happened.</p> <p>Activity: Read the comprehension text. Read questions carefully to ensure you understand expectations.</p> <p>Resources: Differentiated comprehensions.</p>	<p>What we are learning (LO) To develop positive attitudes to reading and understand what I read by increasing my familiarity with a wide range of books, including fairy stories.</p> <p>Must: Listen with focus to the online version of Swan Lake.</p> <p>Should: Read along with the story and consider similarities and differences to our known story of Swan Lake.</p> <p>Could: Write a list of things that are similar or different to the ballet of Swan Lake that we have been studying.</p> <p>Activity: Listen, read and respond to a different version of Swan Lake.</p> <p>Resources: https://www.youtube.com/watch?v=TnXrdIEhebs</p>
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<p>Phonics</p> <p>Please see phonics plan below to support children working at Phase 4.</p> <p>https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-4</p>	<p>What we are learning (LO): Daily phonics – read, segment, blend for spelling and apply</p> <p>Must: Phase 4 Week 1. Focus: Segment and blend CVC and CVCC words. Application through reading.</p> <p>Should: Read and spell common words selected from Year 3/4 list. Focus on using ‘u’ as in unicorn when spelling. Application in reading. Play online phonics game for practise. https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-5</p> <p>Could: Use 3/4 word overview to select 10 words that you want to focus on. Choose preferred method for practising spelling for accuracy.</p>	<p>What we are learning (LO):</p> <p>Must: Phase 4 Week 1. Focus: Segment and blend CVCC words. Application through writing sentences.</p> <p>Should: Read and spell common words selected from Year 3/4 list. Application in reading – complete word-search and writing of sentences.</p> <p>Could: Use your chosen 10 words previously focused on and create your own word-search.</p>	<p>What we are learning (LO):</p> <p>Must: Phase 4 Week 1. Focus: Segment and blend CVCC words. Application through reading questions and word substitution.</p> <p>Should: Read and spell common words selected from Year 3/4 list. Focus on ‘ow’ (snow) and apply to polysyllabic words. Application in sentence level writing.</p> <p>Could: Apply your chosen words in sentence level writing.</p>	<p>What we are learning (LO):</p> <p>Must: Phase 4 Week 1. Focus: Segment and blend CVCC words. Application through writing sentences.</p> <p>Should: Read and spell common words selected from Year 3/4 list. Focus on ‘ow’ (town) and apply to polysyllabic words. Application in sentence level writing.</p> <p>Could: Can you unscramble the letters to make words taken from key word lists?</p>	<p>What we are learning (LO):</p> <p>Must: Phase 4 Week 1. Focus: Segment and blend CVCC words. Application through reading.</p> <p>Should: Read and spell common words selected from Year 3/4 list. Use focus words to create own sentences.</p> <p>Could: Assessment to assess spelling.</p>
<p>Maths</p>	<p>What we are learning (LO): To divide by 8/2</p> <p>Must: Divide by 2 using the honey pot method.</p> <p>Should: Divide by 8 using the honey pot method.</p> <p>Could: Divide by 8 using arrays to show related multiplication facts.</p> <p>Activity: Chn to solve a range of division problems using their preferred strategy.</p>	<p>What we are learning (LO): To choose the correct operation</p> <p>Must: Underline key words and numbers in word problems.</p> <p>Should: Identify the correct operation when solving word problems</p> <p>Could: Use the inverse to check my answers when completing word problems</p> <p>Activity: Chn to complete a mixture of multiplication or</p>	<p>What we are learning (LO): To compare number sentences</p> <p>Must: Know the meaning of these symbols and how to use them in context (<, >, =)</p> <p>Should: compare multiplication sentences using these symbols</p> <p>Could: compare multiplication and division sentences using these symbols</p> <p>Activity: Chn to compare a variety of number sentences</p>	<p>What we are learning (LO): To explore related calculations</p> <p>Must: Explore the difference when multiplying 5 by a number and it’s multiples (e.g. 5x3 and 5x30)</p> <p>Should: Explore the difference when multiplying a number by another number and it’s multiples (e.g. 5x3 and 5x30 or 3x4 and 3x40)</p> <p>Could: Use your own knowledge to explore a variety</p>	<p>What we are learning (LO): To practice my times tables</p> <p>Must: Practice 5 and 10 times tables.</p> <p>Should: Practice 5, 10 and 2 times tables.</p> <p>Could: Practice times tables beyond 5, 10 and 2s.</p> <p>Activity: Use your TTRS account to practice your tables for 20 mins. Complete your next times tables test and write the time it took you on</p>

	<p>Resources: Divide by 8 input.</p>	<p>division word problems, working with their 3s or 5s</p> <p>Resources: word problems input and word problems resource</p>	<p>using greater than and less than symbols</p> <p>Resources: comparing number sentences input and differentiated working problems</p>	<p>of related calculations.</p> <p>Activity: Chn to complete differentiated problems when exploring related calculations</p> <p>Resources: related calculations input</p>	<p>the top.</p> <p>Resources: TTRS, times tables sheets</p>
<p>Science, computing, PSHE</p>			<p>PSHE</p> <p>What we are learning (LO): To know that we can set our own targets</p> <p>Must: Be able to think about ways that help us to get better at something that we do already, eg, reading or keeping healthy.</p> <p>Should: Be able to make resolutions that provide a challenge for 2021.</p> <p>Could: As above and in addition, consider ways we could help others to achieve goals.</p> <p>Activity: To explore New Year's Eve around the World and how New Year Resolutions help us to set our own goals.</p> <p>Resources: New Year Resolution information</p>	<p>Science- For this to be possible, you will need a magnet at home.</p> <p>What we are learning (LO): To sort magnetic and non-magnetic materials</p> <p>Vocabulary: magnetic, non-magnetic, forces, pull, attract</p> <p>Must: Separate items that are magnetic and non-magnetic</p> <p>Should: Name some magnetic and non-magnetic materials</p> <p>Could: Explain how magnets work</p> <p>Activity: Class to work as a group to explore magnetic and non-magnetic materials in the classroom- writing up their results in a table.</p>	<p>Computing- to be updated due to school closure</p> <p>What we are learning (LO): To design and write a program that simulates a physical system using code.org.</p> <p>Vocabulary: code, system, object, action, output, control, event.</p> <p>Must: Review previous coding vocabulary.</p> <p>Should: Design a sequential program</p> <p>Could: Use the design to write the code for the program</p> <p>Activity: Use your code.org log in and continue</p>

			powerpoint.		
Foundation subjects	<p>Geography</p> <p>What we are learning (LO): To explain the different causes of flooding</p> <p>Vocabulary: pluvial, fluvial, coastal, plumbing</p> <p>Must: Sort pictures into the different causes of flooding.</p> <p>Should: Explain what is meant by fluvial, pluvial, plumbing and coastal flooding.</p> <p>Could: Explain the effects of flooding.</p> <p>Activity: Chn to sort pictures of the types of flooding and explain what each means.</p> <p>Extension: Can you reflect on the effects of flooding?</p>	<p>Art/ICT</p> <p>What we are learning (LO): To research the life of Picasso.</p> <p>Must: To use kidrex as a search engine.</p> <p>Should: Read and find out about the life of Picasso and find 5 facts.</p> <p>Could: Write up your research in paragraphs.</p> <p>Activity: Chn to use the safe search engine, kidrex, to research Picasso and write up facts about his life.</p>	<p>PE (H8 gymnastics see planning in Spring 2)- to be updated due to school closure</p> <p>Nelson: Football</p> <p>What we are learning (LO): To successfully to dribble in various directions with both feet</p> <p>Vocabulary: dribble, contact, control</p> <p>Must: To be able to choose and experiment with a variety dribbling skills to maintain control of the ball.</p> <p>Should: Use their skills with increasing accuracy and control.</p> <p>Could: To be able to move with increasing agility.</p> <p>Activity: Dribbling practice and small games.</p>	<p>Music</p> <p>Nelson: Music Appreciation with Mrs Bray- to be updated due to school closure</p> <p>Henry VIII:</p> <p>What we are learning (LO): I know the difference between crotchets and quavers</p> <p>Vocabulary: crotchet, quaver</p> <p>Must: Clap out a simple beat following crotchets</p> <p>Should: Know that crotchets represent one beat and quavers represent half a beat.</p> <p>Could: Clap out a simple beat following a mixture of crotchets and quavers.</p> <p>Activity: Follow along with the slides and perform simple clapping patterns.</p> <p>Extension: Write their own simple pattern.</p>	<p>French</p> <p>What we are learning (LO): To know the names of classroom resources in French</p> <p>Vocabulary: un sac, un crayon, une gomme, une regle, un cahier, un livre, un stylo</p> <p>Must: Know the names of 3 classroom resources in French</p> <p>Should: Know the names of 6 classroom resources in French</p> <p>Could: Read the names of classroom resources in French with a convincing accent.</p> <p>Activity: Children to draw and label classroom resources in French.</p> <p>Extension: Practice reading the names with a partner.</p>

Phase 4 phonics plan for Mrs Abbott's phonics group

Phase 4 Week 1: Objectives and criteria for success: Practise recognition and recall of Phase 2 and 3 graphemes p109–110. Teach and practise spelling CVCC words p112. Teach spelling the tricky words he, she, me, we, be p119. Practise reading sentences p122.					
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 2 and 3, note any the children struggle with and focus on for rest of the week p109–110.	Teach reading tricky words said, so p118 and went, from p119. Blending for reading CVCC words p111, extending CVC words to CVCC words: bend, mend, hump, bent, tent .	Segmentation for spelling: Phoneme frame p116: lost, fact, husk, bank, milk, lamp, wind, next .	Reading sentences Matching p122: The bank was shut.	Give the sound when shown any Phase 2 and 3 grapheme. Find any Phase 2 or 3 grapheme, from a display, when given the sound.
Tue	Practise recognition and recall of Phase 2 and 3 GPCs p109–10. Practise reading tricky words p118.	Teach spelling he, she, me, we, be p119. Blending for reading: Countdown p114, best, gulp, band, dext .	Segmentation for spelling: Quickwrite words p117: land, nest, link, hunt, hand, gust, lift .	Writing sentences p124: I kept bumping into things in the dark.	Be able to blend and read words containing adjacent consonants.
Wed	Practise recognition and recall of Phase 2 and 3 GPCs p109–10. Practise reading and spelling tricky words p118–9.	Blending for reading: Sentence substitution p114: The man burnt the toast/ towel, girl, milk, brings.	Segmentation for spelling: Phoneme frame p116: lent, bend, sift, vest, tilt, tuft, tusk damp, bust .	Reading sentences Yes/no questions p123: Is milk good for teeth? Can a clock get cross?	Be able to segment and spell words containing adjacent consonants.
Thu	Practise recognition and recall of Phase 2 and 3 GPCs p109–10. Practise reading and spelling tricky words p118–9.	Blending for reading: Countdown p114, champ, tenth, bench, thank, toast, shift, thump .	Segmentation for spelling: Phoneme frame p116: paint, roast, beast, shelf, north, boost, think .	Writing sentence p124: I lit the lamp in the dark.	Be able to read the tricky words some, one, said, come, do, so, were, when, have, there, out, like, little, what .
Fri	Practise recognition and recall of Phase 2 and 3 GPCs p109–10. Practise reading and spelling tricky words p118–9.	Blending for reading: Buried Treasure p115, dift, soft, lant, camp, chimp, panch .	Segmentation for spelling: Quickwrite words p117: faint, theft, drank, drink, thank .	Shared reading p124.	Be able to spell the tricky words he, she, we, me, be, was, my, you, her, they, all, are . Write each letter, usually correctly.