

Montbelle Primary School: Interim Weekly Planning Format

Year/Class: Year 3 Nelson/Henry VIII

Teacher: Miss Goddard/Mrs Wardrope

Class email*: nelsonclass@montbelle.org.uk henryviiiicclass@montbelle.org.uk

* In the event that remote learning is put in place, class emails will be monitored at 10am and 2pm daily.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|---|--|--|---|--------|
| English | <p>What we are learning (LO): To understand onomatopoeia</p> <p>Must: be able to use the onomatopoeia game to practise using specific words.</p> <p>Should: to be able to recognise onomatopoeia words in a sentence.</p> <p>Could: to be able to think of your own onomatopoeia words to create effect.</p> <p>Activity: Use the interactive game to support sentence level work using different onomatopoeia words. Complete suggested sentences by adding your own onomatopoeia vocabulary.</p> <p>Resources: Powerpoint to support Onomatopoeia</p> | <p>What we are learning (LO) To understand ways of improving writing</p> <p>Must: recognise how a plan can be used to support writing</p> <p>Should: Be able to consider how adjectives can be used for improvement.</p> <p>Could: Use similes to improve description.</p> <p>Activity: Work together see how plans inform paragraphs. Edit and improve a story setting by adding adjectives, similes, onomatopoeia and alliteration.</p> <p>Resources: Powerpoint including excerpt of story setting.</p> | <p>What we are learning (LO): Using plan for writing</p> <p>Must: Be able to retell your story from your plan.</p> <p>Should: Be able to work through your ideas, including vocabulary choices to write your story.</p> <p>Could: Be able to choose precise vocabulary linking to your plan and develop sections in paragraphs.</p> <p>Activity: Use your plan to write your story. Once you have finished your first draft, re-read and see whether you could improve it by adding additional vocabulary. Perhaps, you've thought of a simile – it's not too late to add it. In school, we use our pink pens when editing, so maybe it would be helpful if you chose another colour so that changes are clear to you.</p> <p>Resources: Own plans, writing resource books</p> | <p>What we are learning (LO): to understand the importance of looking after our health and wellbeing</p> <p>Must: be able to give examples of issues about health and wellbeing.</p> <p>Should: discuss health and wellbeing issues that affect themselves and others (e.g. healthy eating, sleep, being active, etc.)</p> <p>Could: Give opinions and view about how to take care of own and others' health and wellbeing.</p> <p>Activity: PSHE/English</p> <p>What is Children's Mental Health Week?</p> <p>Resources: Powerpoint</p> | |

| | | | | | |
|------------------------------|---|---|---|---|---|
| <p>Guided Reading</p> | <p>What we are learning (LO): to use key features in play-scripts</p> <p>Must: Be able to recognise features of a play script.</p> <p>Should: Be able to engage with character’s words when it is your turn to read.</p> <p>Could: Discuss what the play is about and</p> <p>Activity: A scene from Oliver Twist. Read and discuss features of a play script – scenes, stage directions, narrator, characters, use of bold text. Use expression and even think about how the scene might appear on a stage. Use think aloud to discuss the excerpt.</p> <p>Resources: Differentiated comprehension at 3 levels. They are in order of challenge.</p> | <p>What we are learning (LO): To respond to questions, showing understanding of what you have read.</p> <p>Must: Read questions with care.</p> <p>Should: Be able to consider why characters behave in certain ways.</p> <p>Could: Be able to respond to summary questions.</p> <p>Activity: Re-read text and respond to questions. Write responses in full sentences.</p> <p>Resources: Differentiated questions to support reading.</p> <p>Resources: Differentiated comprehension at 3 levels. They are in order of challenge. Parents, we have left the answer page in the document but please can you make sure that you don’t share this until the comprehension has been completed.</p> | <p>What we are learning (LO): To know how to summarise a story</p> <p>Must: Be able to tell a story.</p> <p>Should: Be able to retell a story in 6ish sentences.</p> <p>Could: Be able to consider story feature headings to inform your reduced amount of sentences.</p> <p>Activity: Summarise a book that you have recently read. Can you retell it in as few sentences as you can? If it helps, draw around your hand and then write a sentence on each finger and then place one sentence in the middle of your palm. Can you hold the story in one hand?</p> <p>Resources: own text</p> | <p>What we are learning (LO): To know how to review something that has been read.</p> <p>Must: Be able to explain what is meant by a review.</p> <p>Should: Be able to summarise important points in the text.</p> <p>Could: Give reasons for recommendations.</p> <p>Activity: Write a review on a book of your choice. Use the powerpoint to get different ideas for your review. You don’t have to print the options although if you prefer, you can choose one. These are just a guide for your responses.</p> <p>Resources: Powerpoint</p> | <p>To complete any outstanding reading before Golden Time.</p> |
| <p>Phonics</p> | <p>Group 1: Weekly spelling test of words learnt in previous week/assessment tiles - spelling and phase/game.</p> <p>Group 2: Weekly spelling test of words learnt in previous week. Game Group 3 – Weekly spelling test of words learnt in previous week</p> | <p>Group 1: Phase assessment</p> <p>Group 2: ‘y’ as in sty (ie)</p> <p>Group 3- Use your chosen words and create extended sentences using a subordinate</p> | <p>Group 1: Phase assessment</p> <p>Group 2 ‘y’ as in happy (ee)</p> <p>Group 3- Fix the Sentence challenge</p> | <p>Group 1: Assessment spelling of High Frequency words.</p> <p>Group 2: ‘y’ as in Egypt (i)</p> <p>Group 3- Crossword challenge</p> | <p>Group 1: Assessment spelling of High Frequency words</p> <p>Group 2: Revision of uses of ‘y’</p> <p>Group 3- Reading maze challenge</p> |

| | | | | | |
|---------------------|--|---|--|---|---|
| | | conjunction and clause. | | | |
| Maths | <p>What we are learning (LO): To compare pounds and pence</p> <p>Must: Sort coins into pounds and pence</p> <p>Should: Compare a selection of coins using greater than and less than symbols</p> <p>Could: Compare a larger selection of coins using the same symbols.</p> <p>Activity: Chn to sort coins into pounds and pence. Chn to draw piles of money and compare them using < > =</p> <p>Resources: mon pounds and pence input</p> | <p>What we are learning (LO): To convert between pounds and pence</p> <p>Must: Know how many pence make up a pound</p> <p>Should: Use 50p, 20p and 10p coins to create a number sentences that adds up to a pound</p> <p>Could: Use a wide mixture of coins to create a number sentence that adds up to a pound</p> <p>Activity: Chn to use a mixture of coins to make £1 in a number sentence.</p> <p>Resources: tue converting money input</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 the top.</p> <p>Resources: TTRS, times tables sheets</p> | <p>What we are learning (LO): To convert between pounds and pence</p> <p>Must: Convert two 50ps into a pound</p> <p>Should: Convert a selection of 50p, 20p and 10p coins into pounds and pence effectively</p> <p>Could: Convert a mixture of coins into pounds and pence effectively.</p> <p>Activity: Chn to be given a strip of coins. They should cross out the coins that add up to £1 and replace them before finding the total.</p> <p>Resources: thu converting money input</p> | <p>What we are learning (LO): To add money</p> <p>Must: Add pounds and pence by partitioning these groups</p> <p>Should: Convert pounds to pence before adding in simple problems</p> <p>Could: Convert pounds to pence before adding in more complex problems</p> <p>Activity: Chn to add two lots of money together by partitioning into pounds and pence and converting any pence that add up to £1.</p> <p>Resources: fri adding money input</p> |
| Foundation subjects | <p>RE</p> <p>What we are learning (LO): To <u>can consider the importance of Gospel stories to Christians.</u></p> <p>Must: Sequence the story of Jesus healing a blind man</p> <p>Should: Consider the message behind the story and why it is important to Christians</p> <p>Could: Consider the importance of gospel stories in</p> | <p>Science</p> <p>What we are learning (LO): To <u>explore how different nutrients can be found in food groups.</u></p> <p>Must: Create a balanced plate using knowledge of food groups</p> <p>Should: Annotate your balanced plate to show how nutrients can be found in different foods.</p> | <p>Away from Screen afternoon</p> <p>Please use Mrs Helps resources sent via the class email to support your weekly PE.</p> | <p>History</p> <p>What we are learning (LO): To <u>understand and explain the ancient Egyptian ritual of mummification</u></p> <p>Must: Sequence the mummification process in chronological order</p> <p>Should: Explain steps in the mummification process in your own words</p> <p>Could: Write a hidden message</p> | <p>French</p> <p>What we are learning (LO): To <u>learn the new vocabulary of colours in French</u></p> <p>Must: Listen carefully and show an understanding of language</p> <p>Should: Repeat French colours after the teacher with a developing accent</p> <p>Could: Use your knowledge to create a game of pairs to revise</p> |

| | | | | | |
|--------------------|---|--|--|--|--|
| | <p>growing Christians' faith</p> <p>Activity: To summarize this Gospel story and answer questions about its meaning.</p> <p>Extension: See slide show for extension questions</p> | <p>Could: Research 5 more foods and explain which nutrients they contain.</p> <p>Activity: Children to design a healthy lunch plate and label it with the nutrients you can find</p> <p>Extension: Research the nutrients of 5 more foods</p> | | <p>for a canopic jar</p> <p>Activity: Children to write/sequence the mummification process.</p> <p>Extension: Canopic jar extension</p> | <p>this vocabulary</p> <p>Activity: To create a game of pairs using French colours</p> <p>Extension: Please use any remaining time for a well-earned Golden Time!</p> |
| <p>PSHE</p> | <p>Healthy Lifestyle</p> <p>Nutrition CC: Science</p> <ul style="list-style-type: none"> • identify what or who helps you to decide what to eat and drink • recognise when you have opportunities to make choices about food and drink • explain what you need to consider when making these choices | | | | |