

Montbelle Primary School: Interim Weekly Planning Format

Year/Class: Year 3 Nelson/Henry VIII

Teacher: Miss Goddard/Mrs Wardrope

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	Monday	Tuesday	Wednesday	Thursday	Friday
English	<p><b>What we are learning (LO):</b> To understand features of a diary</p> <p><b>Must:</b> be able to read the diary entry and identify that it is an event that has happened in the past.</p> <p><b>Should:</b> be able to explore the diary entry and locate features. including personal pronouns, time adverbials and feelings.</p> <p><b>Could:</b> Identify the difference between important and important statements when deciding on content.</p> <p><b>Activity:</b> To share a diary entry and explore and underline the features.</p> <p><b>Resources:</b> Powerpoint</p>	<p><b>What we are learning (LO):</b> To understand and use features in diary writing</p> <p><b>Must:</b> Be able to write in past tense and write using personal pronouns.</p> <p><b>Should:</b> Be able to apply features learnt such as time/date and only interesting relevant information.</p> <p><b>Could:</b> Be able to apply all features as above and in addition, include emotions/feelings, time adverbials.</p> <p><b>Activity:</b> Own diary entry</p> <p><b>Resources:</b> Powerpoint</p>	<p><b>What we are learning (LO):</b> To use diary features to write a diary entry</p> <p><b>Must:</b> Write from the perspective of either a nobleman or farmer from ancient Egypt.</p> <p><b>Should:</b> Be able to use diary features when creating an entry based on the information read.</p> <p><b>Could:</b> Make vocabulary choices to improve the content such as adjectives, similes and onomatopoeia.</p> <p><b>Activity:</b> To write a diary entry from the perspective of a farmer or nobleman during Ancient Egypt.</p> <p><b>Resources:</b>  <a href="http://www.ancientegypt.co.uk/life/story/main.html">http://www.ancientegypt.co.uk/life/story/main.html</a></p>	<p><b>What we are learning (LO):</b> To understand that research information can be presented in charts</p> <p><b>Must:</b> Be able to write in a chart in taking note of columns and rows.</p> <p><b>Should:</b> Be able to use the sub-headings to research appearance and purpose.</p> <p><b>Could:</b> Be able to add an interesting additional fact about each of your choices.</p> <p><b>Activity:</b> To complete the chart to support reading research on Egyptian Gods.</p> <p><b>Resources:</b>  <a href="http://www.primaryhomeworkhelp.co.uk/egypt/gods.htm">http://www.primaryhomeworkhelp.co.uk/egypt/gods.htm</a></p>	<p><b>What we are learning (LO):</b> To understand when to use 'a' and 'an'</p> <p><b>Must:</b> Be able to recognise vowels and consonants</p> <p><b>Should:</b> Be able to recognise that there are exceptions to the rule.</p> <p><b>Could:</b> Be able to explain the rule and the exceptions.</p> <p><b>Activity:</b> Collect items in your house and decide whether to use 'a' or 'an'.</p> <p>Play Spin the Wheel to make decisions about whether to use 'a' or 'an' and write your results.</p> <p>Read the excerpt - an adventure to the lost world. Make decisions about whether you need 'a' or 'an'.</p> <p><b>Resources:</b> Powerpoint</p>

<p><b>Guided Reading</b></p>	<p><b>CC: Geography/History</b></p> <p><b>What we are learning (LO):</b> to identify land features/use in Egypt through story.</p> <p><b>Must:</b> Read the story carefully and be able to make choices about the route you want to take.</p> <p><b>Should:</b> Be able to discuss land features/uses in Egypt.</p> <p><b>Could:</b> Identify the varying position of land features in Egypt in relation to the River Nile.</p> <p><b>Activity:</b> Interactive story. Have fun making choices as you journey up/down the River Nile through Egypt. Find out about land features and uses.</p> <p><b>Resources:</b>  <a href="http://www.ancientegypt.co.uk/geography/story/main.html">http://www.ancientegypt.co.uk/geography/story/main.html</a></p>	<p><b>What we are learning (LO):</b> To use non-fiction text to develop understanding of Ancient Egypt</p> <p><b>Must:</b> Read for meaning, stopping to discuss what you have found out.</p> <p><b>Should:</b> Read carefully, writing down any words that you need to find definitions of.</p> <p><b>Could:</b> Respond to questions to show understanding of what you have read.</p> <p><b>Activity:</b> Choose the reading suitable to your level of access. Read the text and complete comprehension questions.</p> <p><b>Resources:</b> Ancient Egypt (differentiated reading)</p>	<p><b>CC: History</b></p> <p><b>What we are learning (LO):</b> To know how a glossary supports reading</p> <p><b>Must:</b> Read the information carefully to find out about Ancient Egyptian lives.</p> <p><b>Should:</b> be able to use the interactive glossary to find definitions.</p> <p><b>Could:</b> Compare the lives of the nobleman to the farmer.</p> <p><b>Activity:</b> Read the information to find out about the contrasting lives of a noble man and a farmer in Ancient Egypt. Use the interactive glossary to find out meanings of words.</p> <p><b>Resources:</b>  <a href="http://www.ancientegypt.co.uk/life/story/main.html">http://www.ancientegypt.co.uk/life/story/main.html</a></p>	<p><b>What we are learning (LO):</b> Know that you can make choices about reading when building upon your knowledge.</p> <p><b>Must:</b> Be able to make choices about what reading interests you.</p> <p><b>Should:</b> Use sub-headings to help focus your search.</p> <p><b>Could:</b> Research a range of gods and demonstrate understanding of appearance and purpose.</p> <p><b>Activity:</b> Use the link below to read about Egyptian Gods.</p> <p><b>Resources:</b>  <a href="http://www.primaryhomeworkhelp.co.uk/egypt/gods.htm">http://www.primaryhomeworkhelp.co.uk/egypt/gods.htm</a></p>	
<p><b>Phonics</b></p>	<p><b>Group 1:</b> Alternative spelling oy/oi and Phase 5 common words.</p> <p><b>Group 2:</b> Alternative ee/ea/e and Year 3/4 common words.</p> <p><b>Group 3:</b> Weekly spelling test of words learnt in previous week</p>	<p><b>Group 1:</b> Alternative spelling er/ir and Phase 5 common words.</p> <p><b>Group 2:</b> Polysyllabic words with long 'e' /short 'e' and Year 3/4 common words.</p> <p><b>Group 3:</b> Use your chosen words and create extended sentences using a variety of</p>	<p><b>Group 1:</b> Alternative spelling oo/ue and Phase 5 common words.</p> <p><b>Group 2:</b> alternative use of ey (money/survey) and Year 3/4 common exception words.</p> <p><b>Group 3:</b> Fix the Sentence challenge</p>	<p><b>Group 1:</b> Alternative spelling you/ue and Phase 5 common words.</p> <p><b>Group 2:</b> Year 3/4 common words.</p> <p><b>Group 3:</b> Crossword challenge</p>	<p><b>Group 1:</b> Alternative spelling or/aw and Phase 5 common words.</p> <p><b>Group 2:</b> Year 3/4 common words.</p> <p><b>Group 3:</b> target word challenge</p>

		coordinating and subordinating conjunctions.			
Maths	<p><b>What we are learning (LO): I can construct tally charts</b></p> <p><b>Must:</b> Use 5 lines to accurately draw a tally</p> <p><b>Should:</b> Construct your own tally chart when gathering data</p> <p><b>Could:</b> Draw conclusions when looking at your data</p> <p><b>Activity:</b> Children to collect data at home and construct their own tally charts</p> <p><b>Resources:</b> mon tally charts 1 input</p>	<p><b>What we are learning (LO): I can interpret tally charts</b></p> <p><b>Must:</b> Count up tally charts using your 5 times tables knowledge</p> <p><b>Should:</b> Complete missing parts of tally charts</p> <p><b>Could:</b> Solve problems involving tally charts</p> <p><b>Activity:</b> Children to respond to fluency, reasoning and problem solving questions involving tally charts</p> <p><b>Resources:</b> tue tally charts 2 input</p>	<p><b>What we are learning (LO): To practice my times tables</b></p> <p><b>Must:</b> Practice 5 and 10 times tables.</p> <p><b>Should:</b> Practice 5, 10 and 2 times tables.</p> <p><b>Could:</b> Practice times tables beyond 5, 10 and 2s.</p> <p><b>Activity:</b> 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><b>Resources:</b> TTRS, times tables sheets</p>	<p><b>What we are learning (LO): I can create a pictogram from data</b></p> <p><b>Must:</b> Collect data and share this in a table</p> <p><b>Should:</b> Use the data to create a pictogram</p> <p><b>Could:</b> Think carefully about the scale for your pictogram</p> <p><b>Activity:</b> Children to collect data online to create a pictogram. Children to use data collected earlier in the week to create a second pictogram</p> <p><b>Resources:</b> thu pictogram 1 input</p>	<p><b>What we are learning (LO): I can interpret and present data using pictograms</b></p> <p><b>Must:</b> Know that pictures can be used to represent data</p> <p><b>Should:</b> interpret pictograms and use data to create your own</p> <p><b>Could:</b> interpret and create pictograms that use a variety of scales</p> <p><b>Activity:</b> Children to respond to questions around pictograms and make their own using a variety of scales.</p> <p><b>Resources:</b> fri pictogram 2 input</p>
Foundation subjects	<p><b>Art</b></p> <p><b>What we are learning (LO): I can add to my work to create texture and shape</b></p> <p><b>Must:</b> Complete any unfinished elements of your collages from last week</p> <p><b>Should:</b> Consider your use of texture by using a variety of resources to add to your collage</p> <p><b>Could:</b> Consider adding extra details to your collage, cutting</p>	<p><b>Geography</b></p> <p><b>What we are learning (LO): I can consider an issue that I can research through a questionnaire</b></p> <p><b>Must:</b> Know that climate change can cause poverty</p> <p><b>Should:</b> Consider the changes that can be made to reduce our impact on the environment</p> <p><b>Could:</b> Explain why climate</p>	<p><b>Away from Screen afternoon</b></p> <p>Please use Mrs Helps resources sent via the class email to support your weekly PE.</p>	<p><b>Science</b></p> <p><b>What we are learning (LO): I can identify and name main bones in the body</b></p> <p><b>Must:</b> Use the picture prompts to label the common names of the human skeleton</p> <p><b>Should:</b> Use the picture prompts to label the Scientific names of the human skeleton</p> <p><b>Could:</b> Try naming a selection</p>	<p><b>History/Geography</b></p> <p><b>What we are learning (LO): I can locate the River Nile and explore why it was important in Ancient Egypt</b></p> <p><b>Must:</b> Locate the River Nile on a map of Africa</p> <p><b>Should:</b> Draw a diagram of the River Nile in Africa and label it with it's uses in Ancient Egypt</p> <p><b>Could:</b> Add to your labelled diagram about how the River</p>

	<p>and layering these carefully</p> <p><b>Activity: Children to complete their Take One collages by adding final details</b></p>	<p>change is a cause of poverty, linking this to natural disasters</p> <p><b>Activity: Children to create a questionnaire that they can fill in at home to assess their impact on the environment and how this could be improved.</b></p>		<p>of common bones without</p> <p><b>Activity: Children to label a diagram of the human skeleton with common names and scientific names</b></p>	<p>Nile links to the Egyptian</p> <p><b>Activity: Children to create a diagram of Africa and the River Nile. They should then annotate this to show key facts about the river including it's uses in Ancient Egypt.</b></p>
PSHE	<p><u>Theme 3 – cc: Geography</u></p> <p><u>Rights and Responsibilities/Care of the Environment</u></p> <p>*describe how to feels to be responsible</p> <ul style="list-style-type: none"> <li>• give suggestions of how they can make a difference to local and world-wide environment issues (CC: Geography)</li> </ul>				