

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
				WORLD BOOK DAY	
English https://examples.yourdictionary.com/examples-of-egyptian-myths.html	<p>CC: History/ICT</p> <p>What we are learning (LO): To use research skills to support understanding of people and events.</p> <p>Must: Use the internet safely to find information about Tutankhamun.</p> <p>Should: Make notes about what you find out.</p> <p>Could: Download images or draw your own illustrations of Tutankhamun's mask.</p> <p>Activity: To research Tutankhamun. What can you find out about him? Make notes.</p> <p>Resources: Powerpoint</p>	<p>CC: PSHE/Science</p> <p>What we are learning (LO): <u>To know ways of maintaining good health</u></p> <p>Must: Be able to make links to nutrition from reading and discussing the ingredient list.</p> <p>Should: Be able to read and follow instructions carefully, understanding the importance of chronological order.</p> <p>Could: Write a brief set of instructions in chronological order telling someone else how to make it.</p> <p>Activity: To explore nutritional value to help make informed choices by making a healthy lunchtime snack.</p> <p>Resources: Powerpoint and food ingredients</p>	<p>Independent task</p> <p>CC: History/DT</p> <p>What we are learning (LO): to know that instructions use imperative verbs.</p> <p>Must: Be able to make the model.</p> <p>Should: Be able to use imperative verbs and time adverbials when writing instructions for someone to follow.</p> <p>Could: As above and additionally use extended sentence structure and include the use time adverbials and adverbs.</p> <p>Activity: To read information about Pyramids, build a 3D pyramid from a 2D net. To write a set of instructions for someone to follow.</p> <p>Resources: 2D net of a pyramid and powerpoint</p>	<p>What we are learning (LO): To know how to formulate questions to further understand the behaviour and actions taken by a character.</p> <p>Must: Be able to write questions to a well-known book character.</p> <p>Should: Be able to consider what you know about the character's actions to inform questions.</p> <p>Could: Be able to include questions that involve exploring the emotions felt by the character.</p> <p>Activity: To interview a character from your chosen favourite book. To establish emotions, influences and events that took place.</p> <p>Resources:</p>	<p>CC: History</p> <p>What we are learning (LO): To understand fact file features to record information.</p> <p>Must: Read the information on Tutankhamun and be able to discuss what you have learnt.</p> <p>Should: Be able to create a fact file containing information.</p> <p>Could: Use your own research to add your own information.</p> <p>Activity: To make Fact file about Tutankhamun.</p> <p>Resources: Powerpoint.</p>

<p>Guided Reading</p>	<p>What we are learning (LO): To use non-fiction text to develop understanding of facts to build upon general knowledge</p> <p>Must: Read text carefully and use illustrations to support understanding.</p> <p>Should: Be able to discuss what you have found out.</p> <p>Could: Compare life in Ancient Egypt to yours by considering similarities and differences.</p> <p>Activity: To read and discuss new information.</p> <p>Resources: comprehension focus: Life in Ancient Egypt.</p>	<p>What we are learning (LO):</p> <p>Must: Understand what the questions are asking of you.</p> <p>Should: Be able to scan text in search of information.</p> <p>Could: Respond to questions involving inference. Why?</p> <p>Activity: To respond to questions about information read previously. (See Monday)</p> <p>Resources: Life in Ancient Egypt text and questions.</p>	<p>TEAMS meeting</p> <p>What we are learning (LO): To understand features of a fact file.</p> <p>Must: Read and discuss information in passage.</p> <p>Should: Be able to compare and show preference to the different formats that could be used when creating a fact file.</p> <p>Could: Discuss how the sub-headings provide structure to a fact file.</p> <p>Activity: to read the information about Roald Dahl and through discussion, compare the fact file formats and how they could be used.</p> <p>Resources: Powerpoint.</p>	<p>What we are learning (LO): To be able to review a book.</p> <p>Must: Be able to explain what is meant by a review and choose your preferred format.</p> <p>Should: Be able to summarise important points in the text and refer to sub-headings or review features.</p> <p>Could: Give reasons for recommendations.</p> <p>Activity: To understand the origins of World Book Day. Create book review of favourite book.</p> <p>Resources: Powerpoint</p>	<p>This time has been reserved for you to complete your fact file on Tutankhamun.</p>
<p>Phonics</p>	<p>Group 1 – spelling test, new key words, ‘wh’ as in what</p> <p>Group 2 – ‘tch’ (fetch) plus common words Year 3/4</p> <p>Group 3: Weekly spelling test of words learnt in previous week</p>	<p>Group 1 Key words/‘wh’ as in who</p> <p>Group 2: ‘t’(nature) plus common words Year 3/4</p> <p>Group 3: Use your chosen words and create extended sentences using a variety of coordinating and subordinating conjunctions.</p>	<p>Group 1 Key words/ ph</p> <p>Group 2: Phoneme spotting/Year 3/4 common words.</p> <p>Group 3: Fix the Sentence challenge</p>	<p>Group 1 Key words/ew</p> <p>Group 2: ‘dge’ – fudge plus common words ¾.</p> <p>Group 3: Crossword challenge</p>	<p>Group 1 Key words/ew/wh reinforcement</p> <p>Group 2: Reinforcement of tch/t/dge/j</p> <p>Group 3: target word challenge</p>

<p>Maths</p>	<p>What we are learning (LO): <u>I can solve problems by interpreting tables</u></p> <p>Must: Answer questions by selecting information from a table.</p> <p>Should: Solve one-step problems by selecting information from tables.</p> <p>Could: Solve two-step problems by selecting information from tables and interpreting it.</p> <p>Activity: Chn to complete differentiated questions when interpreting tables</p> <p>Resources: Mon interpreting tables Powerpoint</p>	<p>What we are learning (LO): <u>I can construct a bar chart</u></p> <p>Must: Use a scale of 5 to construct a simple bar chart</p> <p>Should: Use a scale of 5 to construct a more complex bar chart</p> <p>Could: Construct bar charts using a range of scales</p> <p>Activity: Chn to use pictograms to create their own bar charts</p> <p>Resources: Tue bar charts 1 Powerpoint</p>	<p>What we are learning (LO): <u>To practice my times tables</u></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): <u>I can interpret and present data using bar charts.</u></p> <p>Must: Gather data and construct a bar chart</p> <p>Should: Interpret your bar chart and make statements about the data</p> <p>Could: Interpret an unfamiliar bar chart</p> <p>Activity: Chn to create bar charts based on favourite stories for world book day</p> <p>Resources: Thu bar charts 2 Powerpoint</p>	<p>What we are learning (LO): <u>I can explore patterns in number when investigating pyramids</u></p> <p>Must: Create pyramids that are 2-5 blocks high and explore how many cubes are needed.</p> <p>Should: Create pyramids that are 6-10 blocks high and explore how many cubes are needed.</p> <p>Could: Use knowledge of operations to calculate the cubes needed for pyramids without building them.</p> <p>Activity: Chn to build pyramids and explore the relationships between numbers</p> <p>Resources: Fri pyramids Powerpoint</p>
<p>Foundation subjects</p>	<p>RE</p> <p>What we are learning (LO): <u>I can explain how Sukkot is celebrated</u></p> <p>Must: Explain the importance of a sukkah in the celebration of Sukkot</p> <p>Should: Explain the purpose of the Four Kinds during Sukkot</p> <p>Could: Explain why Sukkot is important to Jewish people</p> <p>Activity: Chn to create their</p>	<p>Geography</p> <p>What we are learning (LO): <u>I can draw conclusions from research and respond to promote positive changes</u></p> <p>Must: identify a key change that can be made around the home</p> <p>Should: create a poster to promote positive actions to others</p> <p>Could: make links between</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>Science</p> <p>What we are learning (LO): <u>I can identify and explain the three main functions of a skeleton.</u></p> <p>Must: Identify the bones that protect and support the body</p> <p>Should: Identify joints that help the body to move</p> <p>Could: Identify different types of joints in the human body</p> <p>Activity: Chn to label and colour a skeleton to identify</p>	<p>French</p> <p>What we are learning (LO): <u>I can listen and respond to someone's question</u></p> <p>Must: Answer questions about how old you are</p> <p>Should: Ask and answer questions about how old someone is</p> <p>Could: Use the number words with a convincing accent in my sentences.</p> <p>Activity: To play the birthday</p>

	<p>own sukka and make a labelled diagram of The Four Kinds</p>	<p>climate change and poverty</p> <p>Activity: Using questionnaires to create a poster to promote ways of reducing greenhouse gases.</p>		<p>the different functions of bones</p>	<p>board game to practice your French vocabulary</p>
<p>PSHE</p>	<p>Healthy Living (CC: English – following instructions to make a healthy snack)</p> <p>Identify different ways to help maintain good health and recognise what is meant by a ‘balanced lifestyle’</p> <p>Describe what it means to make an informed choice and give examples of the kinds of choices people make in their daily lives including food choices.</p> <p>Describe the choices that have positive consequence on health and those which may have more negative effect and what helps people to make positive choices.</p>				