



Thinking



Communicating



Number














ICT




Wauinceirch Primary School





Yr 3

Week Beginning 16. 3. 09

LEARNING OBJECTIVES Specific Learning Outcomes	IND GROUP CLASS	TEACHING & LEARNING ACTIVITIES Addressing differentiation:I.T. Resources: Cwricwlwm Cymreig	ASSESS Form & Summ. ODM
<p><u>SCIENCE</u> Materials:</p> <ul style="list-style-type: none"> Children will understand and use vocabulary relating to the properties of a wide range of materials. 	<p>Gps Class</p>	<p>Each thinking gp will be given approx. 6 different samples of materials from the resources box. Following gp discussion with each member fulfilling their role, the scribe will record the describing words for each sample. When each gp has completed their 6, they will move on to the next table (carousel) and do the same for 6 different samples. Spokesperson will feedback to class and T will make definitive list on IWB. T will encourage and if nec., introduce use of more sophisticated vocab eg. flexible, transparent. Practise with actions!</p>	<p>Disc/Obs Key Sk:-  P2a-b D1a, D5 a-b, R3 a-b  O2a-c, O1a-c</p>
<p><u>HISTORY</u></p> <ul style="list-style-type: none"> Children will develop knowl. and underst. of government in Tudor times Children will begin to understand the nature of "kingship" 	<p>Class Gps Pairs</p>	<p>With Q and A session T will revise the accession of HVII and will go on to role play , dividing class into monarch, court, council, parliament and peasentry. (T will start by playing king) Act out king's progress around country and interactions with these different gps. Children will then work in pairs to draw up list of things which Henry Tudor would have to train his son to do.</p>	<p>Disc/Obs Mark Key Sk.  D4b D6a R3a  O2ac W1b</p>
<p><u>WELSH</u></p> <ul style="list-style-type: none"> Children will read and understand simple Welsh text Children will ask and ans Qs relating to what they like, don't like and prefer. Ch will write about what they like and prefer 	<p>Class Gps Ind</p>	<p>Pip 2 - Ch will read in different gps and indep. where possible. T will intro Qs relating to likes and preferences, and children will ans. They will then rehearse the Qs and ask each other. When confidence has been established, they can then ans in character eg. Batman. They will then complete differentiated worksheet re. what they enjoy in school</p> 	<p>Disc/ Obs KeySkills  O1a O2a W1b</p>
<p><u>ART</u> Ongoing:-</p> <ul style="list-style-type: none"> Children will use printing techniques to create a Tudor rose. 	<p>Groups</p>	<p>Children will work in small gps with Mrs Cole to create a Tudor rose by printing using polystyrene tiles.</p> <p>Precision will be required in cutting the tiles and adding extra pieces by sticking , during the printing process.</p> <p>The finished prints will be used to make Mother's Day cards.</p>	<p>Disc/Obs Key Sk.  WC1-c</p>

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<p><u>MATHS</u></p> <p><u>Money</u></p> <ul style="list-style-type: none"> To recognise and use £ and p notation To add and subtract multiples of 10 <p><u>Addition/Subtraction</u></p> <ul style="list-style-type: none"> To add/subtract multiples of 10 to/from 2/3 digit numbers To add/subtract 2-digit numbers (looking for multiples of 10) <p>Children will learn tables (ongoing)</p>	<p>Class</p> <p>Ind</p> <p>Class</p> <p>Ind</p> <p>Pairs/Gps</p> <p>Ind</p>	<p><u>N18</u> Number Textbook 1 p62-65 Photo. Masters 44-46 Materials – IWB, coins, 100 square, Place value cards. Extra support for Yellow gp , p.m. 44 and simpler Educ. City Activities (Y2)</p> <p><u>N19</u> Number Textbook 1 p66-68 Photo. Masters 47-49 Materials – Number grid (1-100) IWB (to conceal nos, in L shape, on grid) Coins -10ps and 1ps Differentiation – P. M.47 for yellow gp as intro. and extra T support Educ City Y2 andY3 To support topic</p> <p>Ch will learn tables at their own pace. They will recite as class, gps and indiv as appropriate. See record sheet</p>	<p>Disc/Obs</p> <p>Mark Key Skills:</p>  <p>C1b-c</p> <p>C2b-c</p> <p>U1b</p> <p>I1b</p>  <p>O1b</p> <p>Assess</p>
<ul style="list-style-type: none"> Children will work through educ. games/activities Children will work through an adventure simulation. (Ongoing) Carried over:- Children will learn how to create a shape and “run” the procedure using LOGO 	<p>Class/Pair</p> <p>Pairs</p> <p>Class</p> <p>Pairs</p>	<p>See lesson plans for Maths, English (Educ.City and BBC Sci. Clips) Adven. Simul.- “Lost in the Labyrinth”. Ch. will continue to work through each level with partner. T will set up LOGO and ask ch what they remember about choosing a turtle and creating a shape (Y2). T will select approp level of task and demonstrate procedure. Ch work in pairs using instructions where necessary to create and “run” their procedure. Ch will use skills in navigating a website</p>	<p>Disc. Obs.</p> <p>Key Sk</p>  <p>1bc</p> <p>2b</p>  <p>U2 c</p>

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<p><u>LITERACY</u></p> <p>Story writing – P Corbett:-</p> <ul style="list-style-type: none"> Children will write their own story. <p>Skills:-</p> <ul style="list-style-type: none"> Children will use phrases from trad. tales. Children will write in paragraphs Children will use speech marks Children will re-draft their work Children will recognise and use similes. Spell a range of words containing the sp pattern “ch”as end sound Spell a range of high frequency words (diff). Children will improve their spelling of words specific to each indiv. To develop handwriting skills relating to joining letters. Children will develop reading skills. 	<p>Ind</p> <p>Gp</p> <p>Class/Ind</p> <p>Pairs Ind</p> <p>Gps</p> <p>Ind/pairs</p> <p>Class</p> <p>Gps</p> <p>Ind</p> <p>Class</p> <p>Ind</p> <p>Gps</p> <p>Ind</p> <p>Ind</p>	<p>Ongoing:- Children will continue to write their own story based on their innovation and with ref. to their story maps. At the start of story writing session they will tell story in variety of gps.and draw up Success Criteria. T will remind ch how to address the important skills ie. speech marks, paragraphing. Some will word process. On completion, ch will read over and make corrections, then read over with partner and make alterations before T marks using marking symbols and 2 stars and a wish. Final redraft.</p> <p>Carried over:- T will draw attention to one simile in the original story and the ch will work in gps to find more. Compare findings. They will then make list of common similes and complete unfinished similes with appropriate words. Indiv or in pairs, ch will create their own similes.</p> <p>Class spelling session with range of interactive activities including Millionaire and the Hidden Word. Ch will have related, differentiated h.work . Some ch to take home high frequency words. (See sp.file) Children will practise spelling of “personal”words in their spelling journals during multi-sensory session. Following Spectrum scheme, T will demonstrate correct formation of joined letters on IWB . Children will comment on how these should be formed. They will then practice these and spelling patterns, using multi-sensory activities before using handwriting books. Reinforced by LSA Tues. pm.</p> <p>Guided reading in ability groups with class teacher. One session per week.</p> <p>Indiv. reading of scheme text or “free reading” with class teacher .</p> <p>Home work- Spelling High frequ. words for sp gp1, differentiated “ch” activity for gps2 and 3.</p> <p>Basic Skills group - Y3 ESTEEM prog.</p>	<p>Key Skills:</p>  <p>O2b R1b/c R2e W1b-c W2b/c/d</p>  <p>2b</p>  <p>P5b/c R1b Obs/Disc Mark</p> <p>Disc/Obs Mark</p> <p>Disc/Obs</p> <p>Disc/Obs</p> <p>Mark</p> <p>Disc/Obs</p> <p>Mark</p>

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<p><u>MUSIC Ongoing</u></p> <ul style="list-style-type: none"> Children will interpret symbols through music Children will begin to understand orchestration and dynamics 	Gps/ Class	<p>Y3 Music Express</p> <p>Children will be divided into 4 gps to play their part in The Dragon piece. They will decide on the appropriate sound to suit the breath, feet, villagers etc. They will then focus on the symbols indicating timing and dynamics. They will perform using voice, clapping, screaming etc and will then evaluate and suggest improvements.</p>	<p>Disc/Obs</p> <p>Key skills</p>  <p>WC1c</p>  <p>R2b</p>
<p><u>PE</u> Swimming</p> <ul style="list-style-type: none"> Children will develop skills in swimming or water confidence. Children will develop independence in caring for their physical needs and belongings. 	Gps	<p>Ch will work in appropriate groups to improve their skills at their own pace. See skills assessment sheets.</p>	<p>Disc/Obs</p>  <p>R2b</p>
<p><u>R.E.</u></p> <ul style="list-style-type: none"> Children will develop their understanding of the Easter story 	Class Ind	<p>Children will Mind Map what they already know about the Easter story. Class will visit Website which will tell the story in pictures and discuss.</p> <p>Ch will then cut out and sequence the events depicted on the worksheet.</p>	<p>Disc/Obs</p> <p>Key Skills:</p>  <p>P2b/c P4a</p>
<p>EVALUATION - Teacher's Comments:</p> <p>16-3-09 Carried over the work on similes as I left Martina some activities on verbs last week (and I wanted to teach similes myself!)</p> <p>Louise and I have decided to take "Questioning" as our theme for the Celebration Day display, as collecting random samples of all types of AFL activities seemed to be.....well, random! Managed to collect lots on fri. morning. (Our little talks will also be based on aspects of Questioning too)</p> <p>Will rearrange P. Corbett training with Nia and will ask LSAs along.</p> <p>Will send out details of Book Week Competitions ASAP.</p>			
<p>Headteacher's Comments/ Curriculum Co-ordinator</p> <p>I know exactly what you mean in relation to the similes work! I am really happy with the input you and Louise are preparing for the AFL celebration day (as discussed).</p>		<p>Thank you for ensuring that everyone who needs to (teaching and non teaching) gets the opportunity to go over the Pie Corbett training. On two occasions last week I saw that your children were in "Full Flow" using Pie`s story map technique!</p> <p>Glad that Louise is happy to go to Swansea with you re: student mentoring.</p> <p>Signed:.....</p>	

