

Year group/ class: 3	M / O starter	LO and SC (First LO to be revisited content and include LO for below ARE pupils)	Main teaching activities	Independent / Group Activities (Remember if correct, no more than 3 questions at same level)				Plenary
				WBA	Support	Core	Extension	
Monday	<p>Suffix: -ly is added to an adjective to form an adverb. If the root word ends in a -le, the -le is changed to -ly- If the root word ends with -ic, -ally is added rather than -ly except the word publicly- Exceptio</p>	<p>Use adverbs Use the past tense Use the suffix -ly use subordination Challenge: Use a variety of subordinating conjunctions</p> <p>y1 LO: Read work loud enough to be heard by peers</p> <p>y1 – read work aloud y2 – use past tense y3 – use subordination</p>	<p>Introduce purpose of this weeks work – writing a newspaper report about Pompeii and those who survived.</p> <p>When we write a newspaper, it is written in the past tense as newspapers are published to report what has happened recently.</p> <p>Using the past tense – things that have already happened.</p> <p>Change these verbs to the past tense: run walk escape swim sail erupt push cry search</p> <p>Adverbs – describe how a verb is done usually. Can also describe how often, how much, where or when it is done. We are just focussing on how a verb is done.</p> <p>Lets look back at the verbs we have just changed to the past tense. Can we add an adverb to each of these?</p> <p>ran quickly walked speedily escaped frantically swam slowly sailed cautiously erupted menacingly pushed cruelly</p>	<p>Write sentences describing how the people of Pompeii reacted to the eruption. Then read work loud enough to be heard by teacher.</p>	<p>Write sentences describing how the people of Pompeii reacted to the eruption. Use the past tense and include adverbs.</p>	<p>Write sentences describing how the people of Pompeii reacted to the eruption. Use the past tense and include adverbs. Use subordination.</p>	<p>Write sentences describing how the people of Pompeii reacted to the eruption. Use the past tense and include adverbs. Use subordination and use a variety of conjunctions.</p>	<p>Peer assess work.</p>

	<p>n words</p> <p>gently, simply basically, dramatic ally. truly, duly, wholly.</p> <p>First 100 I one was to go from called day</p>		<p>cried anxiously searched solemnly</p> <p>Subordination main clause and a subordinate clause main clause makes sense alone subordinate clause does not make sense alone subordinating clause always starts with a subordinating conjunction</p> <p>I SAW A WABUB</p> <p>write a sentence on whiteboards using I SAW A WABUB words. Write about the eruption and the people of Pompeii – how they reacted. Remember to use a comma if your subordinate clause comes first</p>					
<p>Tuesday</p>	<p>Suffix: -ly is added to an adjective to form an adverb. If the root word ends in a -le, the -le is</p>	<p>To use expanded noun phrases Use appropriate adjectives Include simple noun phrases Use a/an correctly Challenge: use a variety of prepositions</p> <p>y1 – adjectives y2 – simple noun phrases y3 – a/an</p>	<p>https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f</p> <p>Focussing on expanded noun phrases.</p> <p>DANP</p> <p>Determiner Adjective Noun preposition</p> <p>Show children determiner resource.</p> <p>Adjectives to describe the people of Pompeii and the volcano.</p> <p>Nouns – create list of nouns with children that we could use in our newspaper report.</p>	<p>Imagine you are watching the volcano erupt and the people react. Describe the people of Pompeii and the volcano erupting using adjectives.</p>	<p>Use simple noun phrases and appropriate adjectives to describe the people of Pompeii and what they were doing at the time of the eruption.</p>	<p>Use simple noun phrases and appropriate adjectives to describe the people of Pompeii and what they were doing at the time of the eruption. Use expanded noun phrases and a/an correctly.</p>	<p>Use simple noun phrases and appropriate adjectives to describe the people of Pompeii and what they were doing at the time of the eruption. Use expanded noun phrases and a/an correctly. Use a</p>	<p>Self-assess your work.</p>

changed to -ly- If the root word ends with -ic, -ally is added rather than -ly except the word publicly-
 Exception words

gently,
 simply
 basically,
 dramatically.
 truly,
 duly,
 wholly.

First 100
 I
 one
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 to
 go
 from
 called
 day

Preposition – where or when something happens.

The verb must either come before the determiner or after the preposition.

The fishermen of Pompeii were eating lots of cold ice cream near the sea.

Here lots of is the determiner
 cold is the adjective
 ice cream is the noun
 near the sea is the preposition

The verb is eating and has come before the noun phrase.

Ask children to feedback some more expanded noun phrases.

Write one on board to check understanding.

variety of prepositions.

<p>Wednesday</p>	<p>Suffix: -ly is added to an adjective to form an adverb. If the root word ends in a -le, the -le is changed to -ly- If the root word ends with -ic, -ally is added rather than -ly except the word publicly- Exception words gently,</p>	<p>To plan a newspaper report Use question marks and exclamation marks Record key ideas and new vocabulary Record ideas within a given structure Challenge: Include prepositions</p> <p>y1 – question marks and exclamations y2 – key ideas and new vocab y3 – use a given structure</p>	<p>Discuss features of a newspaper report.</p> <p>https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z2gk9qt</p> <p>5 W's and 1 H Who what when where why how</p> <p>When you are writing your own newspaper article:</p> <p>Make your headline short and snappy. In the first sentence sum up what the story is about. Write your report in the third person and the past tense. Split your newspaper report up into paragraphs to help the reader clearly understand the information. If you use quotes to make your report more interesting, don't forget to use speech marks! Use a photo with a caption to give the reader more information. Fill your newspaper report with both facts and opinions. Facts give the reader all of the information they need by using the 5 Ws.</p> <p>Planning out our newspaper today about the eruption of Vesuvius and what happened to the people of Pompeii.</p> <p>Headline</p> <p>Paragraph 1 – what the newspaper report is about. Briefly answer the 5 W's.</p> <p>You can then choose what your next paragraphs are about. You need to expand on the 5 W's and 1H and include a timeline of the eruption (did it all happen straight away), an explanation of how some people got away, quotes from witnesses and survivors, a</p>	<p>Write sentences in a question and answer style. What happened? Why did it happen? Who was affected? When did it happen? Where did it happen? How did it happen? Answer these questions and then write some exclamation sentences.</p>	<p>Plan your newspaper report following the structure provided . Include key ideas and vocabulary in each paragraph.</p>	<p>Plan your newspaper report following the structure provided . Include key ideas and vocabulary in each paragraph.</p>	<p>Plan your newspaper report following the structure provided . Include key ideas and vocabulary in each paragraph. Include prepositions in each paragraph.</p>	<p>Read through your plan.</p>
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	<p>simply basically, dramatic ally. truly, duly, wholly.</p> <p>First 100 I one was to go from called day</p>		<p>conclusion saying what will happen next.</p> <p>New vocabulary: Stranded tremors</p>					
<p>Thursday</p>	<p>Suffix: -ly is added to an adjective to form an adverb. If the root word ends in a -le, the -le is changed to -ly- If the root</p>	<p>To draft a newspaper report Use coordinating conjunctions Use the suffixes –er and –est Use subordination Challenge: include expanded noun phrases</p> <p>y1 Lo: Use plural noun suffixes –s and –es</p> <p>y3 – subordination y2 – er and –est y1 – plural noun suffixes</p>	<p>Look through plan from yesterday for 5 mins.</p> <p>Remember newspapers are written in the third person and past tense.</p> <p>Today we will be drafting our newspapers . Drafting is like practicing your writing. Tomorrow we will publish our newspapers so this means writing them out for the final time and making them the best they can be.</p> <p>Today you need to get your whole newspaper drafted so that you are able to publish it tomorrow and make improvements.</p> <p>Headline</p> <p>Paragraph 1 – what the newspaper report is about. Briefly answer the 5 W’s.</p> <p>You can then choose what your next paragraphs are about. You need to expand on the 5 W’s and 1H and include a timeline of the eruption (did it all happen straight away), an explanation of how some people</p>	<p>Focussing on plural noun suffixes when describing how the people of Pompeii reacted to Vesuvius erupting.</p> <p>Plural means more than one.</p> <p>-s or –es dogs wishes places rocks boats</p>	<p>Draft out your newspaper using coordinating conjunctions and suffixes –er and –est</p>	<p>Draft out your newspaper using coordinating conjunctions and suffixes –er and –est. Use subordination.</p>	<p>Draft out your newspaper using coordinating conjunctions and suffixes –er and –est. Use subordination and expanded noun phrases.</p>	<p>Read your work to your partner.</p>

<p>word ends with -ic, -ally is added rather than -ly except the word publicly- Exception words</p> <p>gently, simply, basically, dramatically. truly, duly, wholly.</p> <p>First 100 I one was to go from called day</p>		<p>got away, quotes from witnesses and survivors, a conclusion saying what will happen next.</p> <p>Coordinating conjunctions – middle of sentences – FANBOYS</p> <p>Suffixes -er and -est bigger biggest longer longest wider widest what other examples can children think of that they could include in their work?</p> <p>Subordination main clause and subordinate clause I SAW A WABUB</p> <p>Expanded noun phrases – DANP Determiner Adjective Noun Preposition</p>					
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<p>Friday</p>	<p>Suffix: -ly is added to an adjective to form an adverb. If the root word ends in a -le, the -le is changed to -ly- If the root word ends with -ic, -ally is added rather than -ly except the word publicly- Exception words gently,</p>	<p>To publish a newspaper report Orally rehearse sentences Write for different purposes including vocabulary from the reading Use subheadings and headings to aid punctuation Challenge: Include direct speech</p> <p>y3 – use subheadings direct speech y2 – write for different purposes y1 – orally rehearse sentences</p>	<p>Publishing our newspaper report today so we will be using our drafts from yesterday. Writing these out again and making any necessary improvements – this could be with regards to the content of the newspaper, the amount written for each paragraph or the presentation of the newspaper.</p> <p>Look through your work from yesterday to help you.</p> <p>As well as the success criteria, you should try to include different techniques we have looked at so far in year 3 this year. Remember it should look like a newspaper report by the end of today's lesson so think about your presentation.</p> <p>Use subheadings for each paragraph to tell your reader what that paragraph is going to be about.</p> <p>Recap direct speech. It is used to show what a character is saying. This would be useful for witness accounts. 66 to open speech. Capital letter at the start of speech. Punctuation before 99 at the end of the speech. Reporting clause.</p>	<p><i>Write out your newspaper article following the question and answer format we looked at previously.</i></p> <p>. What happened? Why did it happen? Who was affected? When did it happen? Where did it happen? How did it happen?</p> <p>How did the people feel? Why did they feel that way?</p>	<p>Write out your newspaper article using your plan and draft. Think about your presentation and vocabulary.</p>	<p>Write out your newspaper article using your plan and draft. Think about your presentation and vocabulary. Use subheadings to help your punctuation.</p>	<p>Write out your newspaper article using your plan and draft. Think about your presentation and vocabulary. Use subheadings to help your punctuation. Include direct speech.</p>	<p>Read through your work.</p>
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basically,
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First 100
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