Weekly Curriculum Overview

Year Group: 3 Week beginning: 5.10.2026

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the Year Group Noticeboards. This is the work that the children will be doing in school. Please note that Homework will be shared via your child's homework book. Homework will be set on a Friday and will be expected to be completed by the Wednesday of the following week. Please speak to your child's class teacher if you have any further questions about homework.

Reading	**This week's reading focus is:**		
		Vocabulary VIP words	
	SESSION 1	**SESSION 2**	**SESSION 3**
	Pupils to decide if information highlighted is important or not.	Pupils to have part of a text and to annotate for key words and information.	Pupils to have a non-fiction text and to annotate with key words.

SPELLING	**SESSION 1**	**SESSION 2**	**SESSION 3**
	Letter Pattern/ Rule: To apply knowledge of syllables and phoneme-grapheme relationships To spell words ending in '-ture'	Letter Pattern/ Rule: To apply knowledge of syllables and phoneme-grapheme relationships To spell words ending in '-ture'	Letter Pattern/ Rule: To apply knowledge of syllables and phoneme-grapheme relationships To spell words ending in '-ture'
	Target Spelling Word Bank: adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture	Target Spelling Word Bank: adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture	Target Spelling Word Bank: adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture
	Activities: Can you sort the words according to whether 'ture' comes after a vowel or a consonant? Can you think of any other words to fit the patterns?	Activities: Read each word and break it into syllables, drawing ling lines for the syllable breaks. Split each word into phonemes, spelling one sound in each box.	Activities: Write a sentence about the pictures below. Remember to include the word in your sentence.

English Writing

LINKED TEXT: UG

By the end of the week, I want the children to have: Written a character description of the character UG.

Necessary Prior Learning and Key Vocabulary (for pre-teaching): ruddy, scarlet, red, rigid, beady, sparkly, curiosity, hairy, sturdy, stocky, frizzy, thick, bushy, button nose, small mouth squat legs, stumpy, chunky, small, bare feet, rounded sticky out ears

LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
To build descriptive words and phrases to describe Ugg describing his physical characteristics and his personality	• *To recognise nouns and identify them in sentences.* • *To recognise adjectives and identify the words that describe nouns.* • *To understand that an adjective describes a noun.* • *To recognise a noun phrase as a group of words centred around a noun.* • *To identify the noun within a noun phrase.*	**Think Back Task- (Recap) - You do**	Explain yesterday we looked at words that described Ugg's personality. If we are going to write a character description, we also need to think about describing what he looks like. Children have an Ugg outline and add their words from yesterday inside the outline. Let's think about parts of his body we can describe. Hair, cheeks, eyes, ears, feet legs, trousers etc Pupils to have a picture of UG's body with words to describe as needed.
		Introduction - I do	Model thinking of words that could be used to describe a body part e.g. red, chubby cheeks introduce the word ruddy. Explain its meaning (heightened redness). Can us if they want to. Explain it would be used instead of red. Or you might want to use a more specific word for red – scarlet. Model talking through possibilities and then settling on one you want. Write it on role on wall. Also make clear when writing noun phrase use of comma between the adjectives. Eyes- small, shiny, sparkling, inquisitive, beady – talk through words. Then get children to create a noun phrase. Use a child's example and uplevel to an expanded noun phrase Small, beady black eyes Small, black beady eyes which sparkled with curiosity Explain sometimes we can expand the noun phrase by saying more about the noun. e.g. hard, stone trousers which were cold and rigid. jet black, short hair with tight curls covered his head

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To use one or more adjectives to describe a noun.
To use a comma correctly between two adjectives describing the same noun.
To combine adjectives and nouns to create expanded noun phrases.
To add extra information to a noun phrase to make it more detailed and descriptive.
To choose interesting and appropriate adjectives to expand a noun phrase.
To check that an expanded noun phrase makes sense in a sentence.
To use expanded noun phrases to create a clearer picture for the reader.

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<tr><td>Modelling and Explanation - I do/We do</td><td>Lots of white board practise using different nouns (body parts). Build banks of words from children's ideas and have extension words ready to input to children too. What ones would you expect them to know and what words could you 'feed ' them to stretch uppers.</td></tr>
<tr><td>Guided Practice - We do- You do</td><td>Children complete their role on wall with noun phrases and expanded noun phrases using comma correctly.
Get children to feedback on some of their ideas. Complete class role on wall with their ideas.
If time play 'I spy' What can they see around them? Can they give a clue using a noun phrase or an expanded noun phrase? Model then children work in pairs taking turns.
e.g. I spy with my little eye a soft, squishy item with stripes on, on the chair.
I spy with my little eye that tiny, red object under the table.
I spy with my little eye something shiny on the shelf.

Have a slide with sentence structures for them to follow when speaking
I spy with my little eye that ----------, ---------- with .
a
under .
the
on
something
over there .
Can other children guess what it is they are describing?
Get some pairs to share their best I spy</td></tr>
<tr><td colspan="2">Adaptations to Independent Writing- You do- We do
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<tr><td colspan="2">SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH
What is the expected outcome/ what resources will be needed?
(INCLUDE NAMED CHILDREN)</td><td>Core Task</td></tr>
<tr><td>SUPPORT</td><td>GDS CHALLENGE</td><td rowspan="2">Pupils to create appropriate expanded noun phrases to explain the character UG.</td></tr>
<tr><td>Give children boxed groups of words to choose from when building their noun phrases for labelling. Adult remind them to use comma between adjectives</td><td>Can they use some of the higher-level vocabulary introduced in the lesson. Challenge them to expand some of their noun phrases</td></tr>
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<tr><td>Hinge Point Question</td><td>If we weren't to use a wide range of vocabulary – what effect would that have on our writing?</td></tr>
<tr><td>Plenary / Next Steps</td><td>Pupils to volunteer to say out loud their character description. Give positive feedback from the class.</td></tr>
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<tr><th>LEARNING OBJECTIVE</th><th>SUCCESS CRITERIA
(What will you be assessing through the lesson?)</th><th colspan="2">LEARNING SEQUENCE
(INCLUDE ADULT SUPPORT)</th></tr>
<tr><td rowspan="5">To write a character description of Ugg including his personality and physical characteristics</td><td rowspan="5">• To identify physical characteristics such as height, hair colour, eye colour, clothing and facial features.
• To identify personality traits such as kind, brave, friendly, shy, confident and helpful.
• To understand that physical characteristics describe what a person looks like.
• To understand that personality traits describe what a person is like.
• To explain the difference between physical characteristics and personality traits.
• To sort descriptions into physical characteristics and personality traits.
• To use appropriate adjectives and descriptive vocabulary when describing a person.
• To use paragraphs to make writing clear and easy to follow.
• To organise a description into paragraphs about physical characteristics and personality traits.</td><td>Think Back Task- (Recap) - You do</td><td>Add two adjectives to each noun to create an expanded noun phrase.
Remember to use a comma between two adjectives.
• the _____, _____ dog
• the _____, _____ man
• the _____, _____ boy
Have examples of language to support if needed.</td></tr>
<tr><td>Introduction - I do</td><td>Explain today will be writing a character description about Ugg so that someone can find out about what he looks like (his physical characteristics) and the type of person he is (his personality traits).
Ask children to give you an example of each of these from yesterday addressing any misconceptions so children are clear.
We are going to use the role on the wall from yesterday and your chart from the day before when we found evidence from the story about his personality.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td>Explain task to write a description of Ugg in 2 paragraphs
1. Describing what he looks like physically
2. Describing his personality linking if you can to why we know he has these traits.
Model writing each paragraph. Include noun phrases reminding children of comma between adjectives, verbalise as go along asking how you could expand ones that lend themselves to it as you go along in paragraph 1.
Paragraph 2 model describing aspects of his personality referring back to the class chart. I want to talk about his curiosity.
What made me think he was curious? Find the evidence on the chart. Then model how to create a sentence with the information you have using conjunctions so, because, however.
As go along draw attention to capital letters for name, start sentence, Full stops, new paragraph (drop a line) etc
Make PSC clear before start. (What I'll be looking for)</td></tr>
<tr><td>Guided Practice - We do- You do</td><td>Have an example of a sentence and pupils to edit to include an expanded noun phase.</td></tr>
<tr><td colspan="2">Adaptations to Independent Writing- You do- We do
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH
What is the expected outcome/ what resources will be needed?
(INCLUDE NAMED CHILDREN)
SUPPORT
Children write a paragraph including some details of physical
GDS CHALLENGE
Children should be encouraged to use higher level vocabulary and to extend their sentences</td><td>Core Task
Pupils to write a detailed description of the Character Ug using expanded noun phrases and a wide range of adjectives.</td></tr>
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		appearance and some about personality traits. Encourage to write accurate sentences using capital letter and full stops. Encourage to use comma in noun phrases. Children should be given opportunity to verbalise their ideas before writing. Try to join some ideas using and, so, because.	using conjunctions and expanded noun phrases. Sentences should be grammatically accurate and appropriate punctuation. Write 2 separate paragraphs.	Pupils to have example of a word bank stuck into their books to refer to.
		Hinge Point Question	How could you enhance your vocabulary? What could you use to help you?	
		Plenary / Next Steps	Pupils to peer mark, using success criteria including capital letters and full stops.	

LEARNING OBJECTIVE	**SUCCESS CRITERIA** ***(What will you be assessing through the lesson?)***	**LEARNING SEQUENCE** **(INCLUDE ADULT SUPPORT)**	
To plan a conversation	• To understand that speech bubbles show what a character is saying. • To recognise a speech bubble in a comic, picture or piece of writing. • To understand that speech bubbles contain the character's spoken words.	**Think Back Task- (Recap) - You do**	*On whiteboards* • **Think Back – Ug the Book Character** • Who is **Ug**? • What do you remember about **Ug's appearance**? • What **personality traits** does Ug have? • What does Ug **like or dislike**? Pupils to have written UG in the middle and to create a mind map. Have some printed to support.
		Introduction - I do	Explain that today we will be thinking about what characters might say to each other when in conversation. What do I mean by conversation? Show the children

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To identify who is speaking by looking at the speech bubble.
To use speech bubbles to show conversation between characters.
To write appropriate dialogue inside a speech bubble.
To lay out their work neatly and clearly.
To organise their writing and pictures in an appropriate order.

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<tr><td></td><td>the pages of Dug and Dugs. We are going to think about what the characters might be saying to each other. To show they are speaking the words we will put them in speech bubbles.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td>Take a couple of pictures with speech bubbles attached and with children's ideas write out what they are saying. Can you remember why some words were written in bold in the story? Are there any words we want in bold in our speech bubbles? What does the reader know they have to do when they see them? Model a short conversation between Dug and Dugs. Verbalise deciding on punctuation to end spoken words.!? Discuss with children.</td></tr>
<tr><td>Guided Practice - We do- You do</td><td>Pupils to have a speech bubble each on pairs, pupils to write a dialogue between them. Pupils to perform these in front of the class.</td></tr>
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<tr><th>SUPPORT</th><th>GDS CHALLENGE</th><td rowspan="2">Children work independently to write a conversation in speech bubbles between Dug and Dugs.</td></tr>
<tr><td>Have pictures and speech bubbles pre printed for them to write the spoken words into. Focus on correct letter formation and size where necessary and end punctuation.!? Each character may only say something twice in conversation.</td><td>Use a variety of punctuation exclamation, question mark as well as full stop. Use bold words at suitable times
Use good quality vocabulary</td></tr>
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<tr><td>Hinge Point Question</td><td>Why is it important to have dialogue in a story?</td></tr>
<tr><td>Plenary / Next Steps</td><td>Only comic books use this way for direct speech.
What other ways are there to show that a character is speaking?</td></tr>
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(What will you be assessing through the lesson?)</th><th colspan="3">LEARNING SEQUENCE
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<tr><td rowspan="8">To use inverted commas for direct speech</td><td rowspan="8">• To understand that speech marks show the exact words a character says.
• To use speech marks around spoken words.
• To begin speech with a capital letter.
• To use the correct punctuation inside the speech marks.
• To use a reporting clause to show who is speaking, e.g. Ug said, “I am hungry.”
• To check that speech marks and punctuation are used accurately and consistently.</td><td>Think Back Task- (Recap) – You do</td><td colspan="2">Can you remember something Ug says? Write it on your whiteboard.

Have examples of vocabulary to support.</td></tr>
<tr><td>Introduction - I do</td><td colspan="2">Ask children to remind you what they did yesterday. Show children part of a conversation between Dug and Dugg’s laid out as conventional dialogue. What is the same and what is different from our work yesterday. Explain that when direct speech is used in narratives (stories) the reader knows that the words are being spoken by a character because they have inverted commas around them. What are inverted commas? Demonstrate how they are used. Show them how to draw them, demonstrating size and placement. They are not enormous! Go back to dialogue example- Which words are being spoken? How do I know?</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td colspan="2">Model writing speech bubble conversation out in inverted commas, modelling key elements of direct speech. New speaker, new line, open speech marks, capital letter, words spoken, punctuation (.!?,) close inverted commas. Need to say who is speaking the words, said Dug. Or Dug said, (tomorrow the children will be looking at synonyms for ‘said’)</td></tr>
<tr><td>Guided Practice - We do- You do</td><td colspan="2">White board work. Tell the children you want them to follow the key elements in order and write down things you say. Change the character you are each time to see if the drop down. Practise. Keep quick and pacy.</td></tr>
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<tr><td>SUPPORT</td><td>GDS CHALLENGE</td><td rowspan="2">Pupils to write their speech bubbles as a conversation using speech marks to show that a character is speaking.</td></tr>
<tr><td>Children continue to work with adult to practise writing dialogue using inverted commas correctly. Write 3 sentences minimum</td><td>Children write their conversation in speech bubbles into dialogue using inverted commas correctly. Can they extend the conversation? Include all elements of inverted commas and writing dialogue. Can they use any synonyms for ‘said’?</td></tr>
<tr><td colspan="2">Hinge Point Question</td><td colspan="2">Do we always have to use the word ‘said’?</td></tr>
<tr><td colspan="2">Plenary / Next Steps</td><td colspan="2">Pupils to look at their conversation – could any of the reported part be changed from said?</td></tr>
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Maths

UNIT FOCUS:

By the end of the week I want the children to have learnt these key mathematical skills:

Key Vocabulary: Multiple of 10 increase, decrease, Add, plus, subtract, minus, greater, smaller

Key Models and Resources needed: Dienes

		Day 1 lesson 3 (U2)	Day 2 lesson 4	Day 3 lesson 5	Day 4 lesson 6
Learning Objective		Ordering and comparing numbers	Adding and subtracting ten and 100 to/from 3-digit numbers	Rounding 2- and 3- digit numbers	Rounding to multiples of ten
Lesson Overview		Pupils learn to use place value to compare and order 3-digit numbers.	Pupils practise adding and subtracting ten and 100 without regrouping before exploring this with regrouping. They then solve word problems for ten more, ten less, 100 more and 100 less.	Pupils explore position of numbers in relation to multiples of ten and round 2- and 3-digit numbers to the nearest multiple of ten. Note: rounding is not a specific Year 3 objective however it is a great opportunity to develop number sense and relative size of 2- and 3-digit numbers. Ensure these lessons are exploratory and focus on applying number sense to consider multiples of ten and 100.	Pupils will explore all possible numbers that can be rounded to a 2- or a 3-digit multiple of ten. **Note: rounding is not a specific Year 3 objective however it is a great opportunity to develop number sense and relative size of 2- and 3-digit numbers. You may choose to teach this lesson at a later point in the year or revisit this learning.**
Key Vocabulary		Greater, greatest, least, less, more, most, fewer, fewest	Add, plus, subtract, minus, greater, smaller, increase, decrease	Multiple of 10 increase, decrease	Multiple of 10 increase, decrease
Hinge Point Question					
Adaptations to Independent Activity- You do- We do					
	Core Task	Pupils order sets of numbers and identify greatest and smallest values following the instructions.	Model the task to solve word problems involving adding or subtracting ten and 100.	Rounding 3-digit numbers to the nearest multiple of ten	**Identifying numbers that have been rounded to a multiple of ten** Pupils need to identify another mystery number. They should

			Pupils apply their learning to word problems, using Dienes blocks to support their answers.		start by writing in the previous and next multiples of ten (130 and 150). Using the halfway point between each pair of multiples, they then identify <u>all possible</u> numbers. They can then use the clues to eliminate the numbers until only the mystery number remains to be identified (141).
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?*** **(INCLUDE NAMED CHILDREN)**	**SUPPORT**	Reduce the amount of numbers to compare e.g. pupils only order numbers for Monday to Friday. Alternatively reveal each question provided one at a time.	Have empty number lines with the jumps shown and ask pupils to determine the equation.	Create a Task Sheet showing additional numbers on the number line, including midpoints.	• Consider giving pupils one number / number line at a time to improve their focus.
	GDS CHALLENGE	Give pupils the data and ask them to make up their own questions.	Adapt the language or context of worded problems to suit the needs of pupils.	Ask pupils to justify how they know that they have rounded to the correct number, encouraging them to use the Star Words as they do so.	Further increase the scaffolding by writing all numbers on the number line.

Science	Computing	PSHE
LI: Learn about animals and their skeletons **LI: Identify how animals' skeletons have adapted to help them move in their environment** **Assessment focus: Explain the functions of the bones within animal skeletons** **Recap:** Recap on the previous lesson's learning by asking the children: What are the main bones that make up the human skeleton? **Introduction:** Using the presentation slides, explore the skeletons of other animals and how they have adapted to suit their environment.	**LI: To send an email attachment.** **Assessment focus: I can attach a document to an email** **Recap:How What do you remember about composing and replying to emails?** **Introduction:** What is an attachement **Attachments** are files that are sent with emails. They could be a picture, a document, an audio file or a video. **Activity: Log into Purple Mash and find your email inbox.**	**LI: Rewards and consequences** • **Assessment focus: I understand that my actions affect myself and others and I care about other people's feelings** • **I understand that my behaviour brings rewards/consequences** • **Key Vocabulary: *Behaviour*** • ***Rewards*** • ***Consequences*** • ***Actions***

Activity: Match the different animals to their endoskeletons. Use a word bank to identify and label the major bones, such as the skull, rib cage, tusk, pelvis and spine. Discuss the similarities and differences between the skeletons.	• **Open the email, read it and look for the attachments.** • **Open the attachments.** • **Discuss with a partner:** • **Who is the email from?** • **What is the email about?** • **Why do you think it was sent?** • **What sort of files are attached?**	• ***Feelings*** • ***Rights*** • ***Responsibilities*** • ***Fairness*** • ***Choices*** • ***Exclude*** • ***Loneliness*** • ***Lonely*** • ***Friendship*** **Introduction:** Play the **Farmyard Game** as follows: Children stand in the circle with the teacher in the middle. Teacher points to a child and says 'duck', the teacher instructs the child they have pointed to and the two children either side to form the duck shape and to quack. They then point to another child who becomes the duck with the two children either side. When a new group of children become the animal, the previous group relax again in the circle. Continue to point to different children to become the duck. Draw out the skills this game needs, i.e. coordination, cooperation, working together, etc. **Activity: Ask the children to work in small groups and hand out some post-it notes to each group. For each of the six statements invite the children to think of a responsibility that goes with each 'right'. Ask them to write these on the post-it notes and collect these in from each group.** **Share the children's responses so they understand that the Learning Charter translates into choices and actions, which are everyone's responsibilities.**
History / Geography	**Art / DT**	**Religious Education**
LI: To use deductions to explain how bronze transformed prehistoric life. **Assessment focus: I can explain how some aspects of life were changed by bronze.**	**LI: Making a mock up** **Assessment focus: I can design a puff pastry tart using seasonal vegetables and fruits.** • **I can use colours to identify nutritional benefits.**	**LI: To explain how and why some Buddhists meditate.** **Assessment focus: I can explain what meditation means to some Buddhists.**

Recap: children to work in pairs to recall what they learned in Lesson 3. **Introduction:** Presentation: The Bronze Age showing some objects found with the Amesbury Archer. Ask the children what these objects are. (Flint arrowheads and copper knives found in the grave of the Amesbury Archer.) **Activity: Put the children in pairs and give each pair the Activity: Finding food and the Stone Age image from the Resource: Finding food.** **Ask the children to use the images to discuss and record three ways Stone Age people found food in the Stone Age column.**	• **I can describe my puff pastry tart and the benefits of its ingredients.** **Recap: Children to write down everything they can remember about taste testing from last week.** **Introduction:** Explain that often they can find the nutritional benefits of certain fruits and vegetables just by looking at their colour. Hand out whiteboards and pens (one each). Divide the class into four groups and assign each group a colour: • Red. • Orange and yellow. • Green. • Blue and purple. Set a two-minute timer and challenge the children to write down as many fruits and vegetables of their assigned colour as possible. **Activity: Discuss the design criteria for the mock-up task:** • **Choose three seasonal ingredients for the tart.** • **Decide whether to use tomato puree, pesto or cheese as extra ingredients.** • **Think about the most popular ingredients with the class.** • **Think about which colours work well together.** Pupils to draw a mock up on A4 paper.	**Recap: children to discuss with a partner which image they would connect to each word and why.** **Introduction:** Presentation: What have you learnt about spirituality? and discuss the questions on slide 1 as a class. **Activity: Create a class mind map on a large sheet of paper with 'Buddhist meditation' in the centre.** **Ask the children to recall information about Buddhist meditation from the video and record this in the mind map.**
PE Reminder: Earrings and other jewellery are not to be worn in school	PE Reminder: Earrings and other jewellery are not to be worn in school	Music
LI: To develop movement skills to lose a defender and move into space. **Skills being focused on: Looking for free space** **Warm Up: Find a space, stop and show the be ready position.** **Skill Development:** [person in the middle] Pupils to be able to pass to their partner with a defender. [Football]	**LI: To develop movement skills to lose a defender and move into space.** **Skills being focused on: Looking for free space** **Warm Up: Find a space, stop and show the be ready position.** **Skill Development:** [person in the middle] Pupils to be able to pass to their partner with a defender. [Netball]	**Recorder Lessons**
