Weekly Curriculum Overview

Year Group:3 Week beginning: 21.9.2026

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:**		
		To make predictions	
	SESSION 1	**SESSION 2**	**SESSION 3**
	To identify key information	To form questions	To make predictions
	Teacher to model how to identify key information in an image.	Pupils to form questions about the image. What other information could they add inlcuding previous learning.	Pupils to have a new image and to make predictions about it. Pupils to write a continued piiece of writing to suggest what may happen next due to evidence in the image.

SPELLING	**SESSION 1**	**SESSION 2**	**SESSION 3**
	To apply knowledge of syllables and phoneme-grapheme relationships	**To apply knowledge of syllables and phoneme-grapheme relationships**	**To apply knowledge of syllables and phoneme-grapheme relationships**
	To spell words where 'y' sounds like /i/	To spell words where 'y' sounds like /i/	To spell words where 'y' sounds like /i/
	This week's words: symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics	This week's words: symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics	This week's words: symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics

English Writing

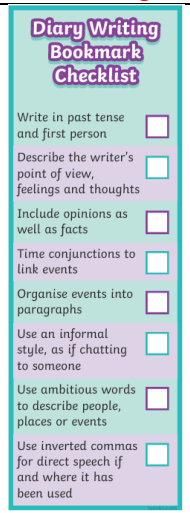
LINKED TEXT: UG – Stone Age Boy

By the end of the week I want the children to have: Understood the features of a playscript.

Necessary Prior Learning and Key Vocabulary (for pre-teaching): Diary, informal, chatty, layout, feelings, emotions
I, mum, dad, I know…. but/so/however

LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
LO: To write a diary entry	• *To understand Ugg's perspective* • *To recognise different points of view* *Possible Misconceptions:* *• Some children may tell the story rather than tell this event from a character's point of view* *• Some children may tell what has happened and not include feelings or emotions*	**Think Back Task- (Recap (2 minutes)) – You do**	Remind children of the activity yesterday and that they have their charts to remind them of each character's perspective. Have the made plan on the board to refer to. Can they remember what the word perspective means? Why was dad reluctant to give Ugg soft trousers? What was strange about Dad's viewpoint (revisit some stone is softer than others)? Today we are going to HOT SEAT Ugg to find out what he thinks. CT and TA model hot seating ensuring you say what Ugg thinks and then him recognising another character's point of view.
		Starter / Introduction (10 minutes)- I do	*Give children a chance to work in pairs using sentence openers* *I know my dad thinks…… but I….* *Mum believes…. however,* *I love…….so I want…. etc* *Pick a few children to demonstrate the sentence structures individually.*
		Modelling and Explanation (15 minutes)- I do/We do	Explain they will be writing a diary entry. What is it for? How is it laid out? Find out what children already know. Explain when we write a diary, we need to include certain things. Go through PSC so clear.

			Writing a diary entry as Ugg describing what he wants and his frustrations and linking these to his parents differing viewpoints using conjunctions. Explain they have their chart to help them link ideas. Model starting the diary entry layout. Dear Diary, Nighttime (explain, no date didn't have dates or days) Explain it is from Ugg's point of view written in first person I, my, me. Start by explaining what he wants then proceed to explain why it is a problem. As you model write, demonstrate going back to the chart, verbalise the sentence adjusting until you are happy with it. Include feelings, then writing it. Include contractions can't, won't etc Start with signpost sentence, then paragraph, then concluding sentence.
		Guided Practice (20 minutes)- We do- You do	Pupils to write an opening sentence for their diary entry using the model as a guide. Pupils to read to their partner and give feedback.
		Independent Writing (20-25 minutes)- You do- We do	
		SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?*** **(INCLUDE NAMED CHILDREN)**	**Core Task**
		SUPPORT With adult support children verbalise ideas using sentence openers and are encouraged to include conjunctions to link ideas. Once have spoken correctly then write down their sentence each time remembering to use a CL AND FS. Have sentence structures on table and a larger version of table to refer to in discussion with children	**GDS CHALLENGE** Children are able to write diary linking Ugg's wishes to his parent's perspective, using appropriate conjunctions and sentence structures practise as a class. They use appropriate diary layout as modelled including signpost sentence and paragraph, finishing with a concluding sentence referring to his feelings. Using I know…. but …however ….so	Pupils to write a diary entry as Ugg describing what he wants and his frustrations and linking these to his parents differing viewpoints using conjunctions.
		Review and Feedback (10-15 minutes)	Pupils to see if they have included all of the key points for the diary – read to a partner. Assessment Opportunity: Are they using first person? Are children able to use contractions accurately? Are children using appropriate layout? Are they linking Ugg's thoughts to those of his parents or just giving his point of view? Have they included feelings? Are they using capital letters, full stops, paragraph, apostrophe for contractions?
		Plenary / Next Steps (5-10 minutes)	Look at the success criteria and explain that this is what we will be looking at next lesson. Explain and model what the success criteria means.

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<tr><td rowspan="6">To edit their work</td><td rowspan="6">

Possible Misconceptions:
• Children don't look for errors just read their work.
• Children do not know where to put full stop in a sentence</td><td>Think Back Task- (Recap (2 minutes)) – You do</td><td>Explain everyone will be editing their work today even if they still have a it of writing to finish. (Give some more time for those children who need it to finish their work). If they have finished, pupils to read through their diary entry to check it is completed.</td></tr>
<tr><td>Starter / Introduction (10 minutes)- I do</td><td>Model to children editing a piece of work. You may want to use a child's or create one for them to be detectives with and find the mistakes as you go along reading it out.
Explain to children that today they are going to have time to edit their work. Explain an important part of the writing process. We need to read what we have actually written rather than what we think we have written. Explain how our brain often works faster than we write so we can easily miss words out. Editing lets us pick these up.</td></tr>
<tr><td>Modelling and Explanation (15 minutes)- I do/We do</td><td>How does a good detective work?
Read the exact words we have written out loud. Are any words missing? Add them in ^
Edit for punctuation- have they used capital letters properly, and full stops, ? What about contractions- did we use the apostrophe and put it in the correct place?
Could we have used a better word for one we originally chose?
Finally have we used our phonics to check our spelling and checked those tricky words we have learnt to spell but need to remember?

Have a sentence and pupils in their pairs to edit using the success criteria and feedback.</td></tr>
<tr><td>Guided Practice (20 minutes)- We do- You do</td><td>Once children have checked their work (could have a reusable laminated tick list to complete and put in their book) they work with a partner who then re checks it picking up anything they have missed.</td></tr>
<tr><td colspan="2">Independent Writing (20-25 minutes)- You do- We do</td></tr>
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What is the expected outcome/ what resources will be needed?
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	• *Children randomly putting apostrophes in words or in a contraction but lacking accuracy*	Pupils to check through their work (Year 1 checklist)	Pupils to check and edit work using the success criteria. Can they improve on any vocabulary?	Pupils to check and edit work using the success criteria.
		Review and Feedback (10-15 minutes)	Child can red pen correct. Partner could give one star and a wish (would need to explain the purpose of this and appropriate things they could say etc) Model giving constructive feedback.	
		Plenary / Next Steps (5-10 minutes)	Pupils to share their diary entries with the class and add to working wall.	

LEARNING OBJECTIVE	**SUCCESS CRITERIA** ***(What will you be assessing through the lesson?)***	**LEARNING SEQUENCE** **(INCLUDE ADULT SUPPORT)**	
To identify features of a playscript		**Think Back Task- (Recap (2 minutes)) – You do**	Pupils to recap the story of UG so far with their partner. Get feedback and create bullet points of the key events in order.

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Vocabulary:
playscript, character, dialogue, speaker, colon, stage, stage directions, actor, narrator, scene
Possible Misconceptions:
Children drop into story telling (rather than telling the story through dialogue and stage directions)</td>
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<table>
<tr><td>Starter / Introduction (10 minutes)- I do</td><td>Explain today we are going to identify the features of a playscript. What do they know about playscripts?
Explain it is written for actors to act out a story so they know what to say, when and they know how to act on the stage. What they say and do and how they interact with other actors tells a story so in that way it is similar to any story you read only this is for people to watch and listen to.</td></tr>
<tr><td>Modelling and Explanation (15 minutes)- I do/We do</td><td>Have an example of a playscript from which to talk around the features. Keep jumping back to ones you have covered to make sure the children are listening and taking in the features. Show them examples of features and ask them to name them. Keep it fast and fun.</td></tr>
<tr><td>Guided Practice (20 minutes)- We do- You do</td><td>Pupils in their pairs to identify another feature to add to the working wall.</td></tr>
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<tr><td>SUPPORT</td><td>GDS CHALLENGE</td><td rowspan="2">Pupils to identify the features of a playcript.

All children have the feature names on a table mat which will enable them to find the one they want and see what they</td></tr>
<tr><td>This group has a version with boxes at the sides to fill in the feature. If necessary, some could have typed features to stick on with support but should try to write them from table mat.</td><td>Pupils to add the purpose of certain features e.g. stage directions tell an actor how to actor how to say something.</td></tr>
</table></td></tr>
<tr><td>Review and Feedback (10-15 minutes)</td><td>Pupils to share with another pair their findings – did they all find the same feature or was it elsewhere?</td></tr>
<tr><td>Plenary / Next Steps (5-10 minutes)</td><td>Explain that we are going to planning for a playcript of our own – what will we include after what we have learnt today? Create a working wall to support next lesson.</td></tr>
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<tr><td rowspan="2">To plan what characters might say for a playscript</td><td rowspan="2">To listen to the ideas of others
To work collaboratively</td><td>Think Back Task- (Recap (2 minutes)) – You do</td><td>Pupils to identify the features of a playscript (have on flipchart)</td></tr>
<tr><td>Starter / Introduction (10 minutes)- I do</td><td>We are going to change some of the story of Ugg into a playscript.
Today will plan what characters will say based on a double page spread of the story. (Different double pages to be given to different groups of children so by</td></tr>
</table>

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<tr><td></td><td>Vocabulary: collaboratively, brackets and all from previous lesson
Misconceptions
• Children who find it difficult to translate the story into a script format.
Children who write in narrative style rather than separating spoken from action in script and stage directions</td><td></td><td>the end you have a class script of the story.) Could work in 3’s or 4’s – every child must contribute something that will be said by a character and each child takes turns to write the script. Ensure all children contributing to their group.</td></tr>
<tr><td></td><td></td><td>Modelling and Explanation (15 minutes)- I do/We do
Guided Practice (20 minutes)- We do- You do</td><td>Children work in groups on large sheets of sugar paper using felt pens. Different colour for each character.
Teacher models turning a double page into speaking element for each character laying it out on page Nane: what they say.
When model leave a space between each person talking. Explain that is so we can add stage directions later. For now, concentrate on what each character will say. Model placing name in margin then colon. Then write what say on lines. New speaker, new line. Use text and pictures to help you decide. Then come back together and talk about specific placed where a character may need to speak in a different way to normal (whisper, shout etc) Model on your example. Not every time just where really appropriate. This stage direction could be added in before the words the character speaks. Explain that we don’t need inverted commas because we know who is talking from the layout. The directions go inside brackets so the actor knows they are not words to be spoken as part of the play.
Children then add a couple of speaking stage directions to their script and prepare to read theirs out to the class. Remember to follow the stage direction, if necessary, to guide you how to say it! Think about your punctuation. ! ? depending on what the character is saying.</td></tr>
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<tr><td>SUPPORT</td><td>GDS CHALLENGE</td><td rowspan="2">Children to create their playscript as a group.</td></tr>
<tr><td>- Work with an adult to create their script. Each child taking turns to contribute ideas.
- Have sentence starters to encourage independence</td><td>Children write their script and include stage directions for how certain things are said using appropriate synonyms for ‘said’</td></tr>
</table></td></tr>
<tr><td></td><td></td><td>Review and Feedback (10-15 minutes)</td><td>Pupils to compare with other groups – what have they left out or included?</td></tr>
<tr><td></td><td></td><td>Plenary / Next Steps (5-10 minutes)</td><td>Pupils to take feedback and edit as appropritate. These to be kept as next week we will be writing our own playscript!</td></tr>
</table>

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

Key Vocabulary:					
Key Models and Resources needed:					
		Day 1 lesson 11 (no 10)	**Day 2 lesson 12**	**Day 3 lesson 13**	**Day 4 lesson 14**
Learning Objective		**Adding and subtracting near multiples using 'round and adjust'**	**Adding near doubles using 'round and adjust'**	**Complementary addition to find the difference**	**Applying addition and subtraction**
Lesson Overview		**Pupils use number lines to add and subtract using near multiples of ten.**	**Pupils will use partitioning to double and doubling with regrouping to use near doubles as a mental addition strategy.**	**Pupils apply 'Make ten' to 'Make 100' to calculate change from a pound by adding on to find the difference.**	**Pupils interpret and solve word problems that involve recognising the values of coins and notes and adding and subtracting sums of money.**
Key Vocabulary		**Number bonds, part whole models, calculation stratergies, addition, subtraction**	**Number bonds, part whole models, calculation stratergies, addition, subtraction, round and adjust**	**Number bonds, part whole models, calculation stratergies, addition, subtraction, difference**	**Number bonds, part whole models, calculation stratergies, addition, subtraction, round and adjust**
Hinge Point Question					
Adaptations to Independent Activity- You do- We do					
	Core Task	**Adding and subtracting using 'round and adjust'** Pupils use round and adjust strategies to calculate mentally and record on an empty number line. You may wish to provide empty number lines.	**Using near doubles to calculate additions with totals beyond 100** Model the task, including using jottings to keep track of the partitioning to double strategy. Pupils identify how they are going to adjust each calculation to make a double. They then partition to double and adjust the total, based on reversing their first adjustment.	Pupils choose items to buy from the shop (from Develop Learning) and record their mental strategies on a number line. They should record their response for each situation using the sentence structure provided and showing their calculation on an empty number line.	Solving addition and subtraction problems using money Model the Independent Task. Pupils solve the two-step word problems to calculate the change they are given. First, they represent each step of a problem using a bar model if one is not provided for them, to help them identify the necessary calculations.
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?***	**SUPPORT**	Pupils may benefit from completing the task in the same way as the Talk Task, by discussing and working in a pair or small group.	Some pupils may benefit from scaffolded steps and use of Dienes blocks.	Provide empty number lines for pupils, with or without additional scaffolding to support.	Adapt task by adding more bar models or removing them or replace numbers with empty boxes for pupils to complete.
	GDS CHALLENGE	Challenge pupils with addition calculations with a missing addend (e.g. 46 + _ = 75) and encourage them to explain which multiple of ten must have been used and use Dienes to support their understanding.	Challenge for some children would be to provide only the equations and expecting them to write their own explanation and mental processes used.	All pupils could be challenged to add the price and change together to check.	

Science	Computing	PSHE
LI: Learn about the different types of skeletons **Assessment focus: Identify which animals have an endoskeleton, exoskeleton and a hydrostatic skeleton** **Recap:** Assess the children's understanding by asking them to give you an example of a perfectly balanced meal. Introduce the topic of skeletons by finding out what the children remember from their previous work in Years 1 and 2. Ask them: What is a vertebrate? What is an invertebrate? What is a skeleton? **Introduction:** explore the different types of skeleton: endoskeleton, exoskeleton and hydrostatic skeletons. **Activity:** children to carry out research on the animals provided. Either cut out the picture or draw the animal. Using either the internet or books, ask the children to find out what type of skeleton it has.	**LI:** To compose and send an email. **Assessment focus: I can send emails to other children in the class. I can use the search option in the address book when sending an email.** **Recap: What are the missing words from this sentence? Examples on board using vocabulary from previous lesson.** **Introduction:** In the last lesson, you replied to an email that arrived in your inbox. In this lesson, you will be sending an email to someone. On what occasions do you think you might want to send someone an email? Why would that be your chosen method of communication? **Activity: Pupils to reply to an email sent to them.**	**LI: Our Dream School** **Assessment focus:** How easy is it to stand up for what you believe in in a 'Nightmare school'? **Key Vocabulary: calm, focus, Rights, Responsibilities, Learning, Charter Nightmare** **Introduction:** Share 'calm' pictures with the children, and establish which picture makes them feel the most calm. Ensure all children understand what calm is and how it feels. They might like to suggest when and where they feel the most calm. **Activity:** Working in the same groups when they created their Nightmare school, the children now draw their 'Dream school' on the right-hand side of the flip chart. Then as per the last Piece (lesson) ask the children the following questions and invite them to record their answers around the Dream school picture, numbering their responses.
History	**DT**	**Religious Education**
LI: To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae. **Assessment focus:** I can use evidence to make observations about Stone Age houses.	**LI: To explain the benefits of seasonal foods.** **Assessment focus:** I know that importing food has an impact on the environment.	**LI: To consider what makes humans special by exploring beliefs about the soul.** **Assessment focus:** I can use drawings to express ideas about what the soul might be like.

Recap: Recall five things about human history from the previous lesson. **Introduction:** Where did Stone Age people live? **Activity:** Children to look at the objects in the Activity: Skara Brae, discuss what they could be and record their ideas on their sheets.	**Recap:** Definitions of vocabulary **Introduction:** Supermarket shelves. Ask pairs to discuss the different types of food they can see on the shelves. Take feedback and click to reveal the names of some of the items. **Activity:** Draw and label foods found during each season in the UK in the correct area of the wheel.	**Recap:** What do many Humanists think about how humans should live? **Introduction:** The meaning of identity - children to discuss the questions as they appear in the video. **Activity:** children to draw what the inner self or soul might look like or how they think it could be represented visually.
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	Recorder Lessons
LI: To develop movement skills to lose a defender and move into space. **Skills being focused on: Look for free space** **Warm Up: Ready and retrieval practice** **Skill Development:** Dribbling through designated areas.	**LI: To develop movement skills to lose adefender** **Skills being focused on:** Call for the ball when you are ready to receive **Warm Up: Ready and retrieval practice** **Skill Development:** Passing with speed	