Weekly Curriculum Overview

Year Group:3 Week beginning: 28.9.2026

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 visualise when reading.	
	SESSION 1	**SESSION 2**	**SESSION 3**
	To visualise when reading.	To visualise when reading.	To visualise when reading.

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 ending in '-sure'	To spell words ending in '-sure'	To spell words ending in '-sure'
	treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure	treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure	treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure

English Writing

LINKED TEXT: UG – Stone Age Boy

By the end of the week I want the children to have: To write a playscript with a narrator and stage directions.

Necessary Prior Learning and Key Vocabulary (for pre-teaching): *brackets, stage directions, voice, action*

<table>
<tr><th>LEARNING OBJECTIVE</th><th>SUCCESS CRITERIA</th><th colspan="3">LEARNING SEQUENCE
(INCLUDE ADULT SUPPORT)</th></tr>
<tr><td rowspan="6">To plan stage directions</td><td rowspan="6">To listen to the ideas of others
To work collaboratively

Assessment Opportunity:
Those children confident/not confident in front of class.
Those who can adjust their voices according to stage directions
Those who are able to use picture clues to inform their work
Those who use brackets appropriately

Possible Misconceptions:
• Children may put actions into the script by mistake
• Children who read the stage directions as if they are part of the script</td><td>Think Back Task- (Recap (2 minutes)) – You do</td><td colspan="2">Pupils to have their conversation from last lesson – pupils to pair with a friend and voice the words.</td></tr>
<tr><td>Starter / Introduction (10 minutes)- I do</td><td colspan="2" rowspan="2">Explain that we will be carrying on from the previous day’s work but today we will be adding in stage directions linked to the actions of the character. Things they may be doing as they speak. CT and TA could act out part of yesterday’s written script acting whilst saying the words. What did the children notice was being done when these words were spoken? An actor needs to know that they are expected to do this that is why it is in the stage directions. Using the pictures from the model demonstrate how you pick out elements in the illustration to inform your stage directions for the actors.</td></tr>
<tr><td>Modelling and Explanation (15 minutes)- I do/We do</td></tr>
<tr><td>Guided Practice (20 minutes)- We do- You do</td><td colspan="2">Children go back to their tables and add in some appropriate stage directions using their double page spread from the story to help them. Once they have done this, they practise acting it out with different voices and actions as appropriate.</td></tr>
<tr><td colspan="3">Independent Writing (20-25 minutes)- You do- We do</td></tr>
<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 write a short scene from UG using stage directions using brackets.</td></tr>
<tr><td>Children work with an adult to use picture clues to help them formulate a couple of stage directions linked to action for their script.</td><td>Children confidently create stage directions from picture clues to create a short scene from a play laying it out correctly using brackets. They then work on acting it out with expression and actions.</td></tr>
</table>

		Review and Feedback (10-15 minutes)	Have success criteria on the board – pupils to check their work against it – using brackets, leaving a line.
		Plenary / Next Steps (5-10 minutes)	Model a playscript without stage directions – ask pupils – 'What would happen if a playscript didn't have stage directions?'

<table>
<tr><th>LEARNING OBJECTIVE</th><th>SUCCESS CRITERIA</th><th colspan="3">LEARNING SEQUENCE
(INCLUDE ADULT SUPPORT)</th></tr>
<tr><td rowspan="6">To write a playscript for a scene from Ugg Boy Genius</td><td rowspan="6">To understand the layout of a playscript

To understand the conventions and how they are written

Assessment Opportunity:
Those who confidently apply learning to the task.
Those who omit various elements of a playscript layout
Those who are not using:
Those who can/cannot tell you what the different elements of a playscript are

Possible Misconceptions:
• Children write stage directions for every spoken line
• Children don't put in any stage directions
• Those who don't start a new line for a new speaker</td><td>Think Back Task- (Recap (2 minutes)) – You do</td><td colspan="2">Pupils to look at their plan for their playscript. What features did we add yesterday and why?</td></tr>
<tr><td>Starter / Introduction (10 minutes)- I do</td><td colspan="2">Choose a particular part of the story for the children to create a script for and give a double page spread for reference on the tables. Remind children of the key features of a playscript. Create PSC with them of the things they think you will be looking for.
Display this for the duration of writing. Remind children once again of the layout. Children write independently. CT circulates reminding individuals, if necessary, of a feature they may have forgotten. Remind children that not every spoken line will have stage directions so choose carefully putting them in the most appropriate place.</td></tr>
<tr><td>Modelling and Explanation (15 minutes)- I do/We do</td><td colspan="2">CT to model how to lay out the beginning of a playscript [title, characters, setting] and ask pupils to contribute to the spoken words.
CT to play close attention to how the stage directs would look like in their writing.</td></tr>
<tr><td>Guided Practice (20 minutes)- We do- You do</td><td colspan="2">On whiteboards, pupils work in pairs to show a spoken part and a stage direction.

REMEMBER – not all speech needs a stage direction.</td></tr>
<tr><td colspan="3">Independent Writing (20-25 minutes)- You do- We do</td></tr>
<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 write a playscript with a conversation between mum, dad and UG.</td></tr>
<tr><td>These children work with an adult and come up with a couple of things each character said. Include a stage direction</td><td>Pupils to write a playscript for when UG and his friend AG try to make a boat out of stone.C hildren will</td></tr>
</table>

		for action and one for how something is spoken.	write a script including all the features of a playscript making confident choices about when to use stage directions whilst punctuating accurately	
		Review and Feedback (10-15 minutes)	Pupils to have the features of a playscript from the previous lessons [stuck in books] and to check against it.	
		Plenary / Next Steps (5-10 minutes)	Pupils can ask a partner to act out/speak out the playscript that they have written,	

LEARNING OBJECTIVE	**SUCCESS CRITERIA** ***(What will you be assessing through the lesson?)***	**LEARNING SEQUENCE** **(INCLUDE ADULT SUPPORT)**	
To review the function of	*Children can identify adjectives, nouns and verbs*	**Think Back Task- (Recap (2 minutes)) – You do**	Show the children 'and because' ask them to talk with a partner and to create 2 sentences using these words. Ask spotlight children to share.

<table>
<tr>
<td>adjectives and their use</td>
<td>Children can select appropriate adjectives
To begin to develop their understanding of the conventions governing the order of adjectives</td>
<td>Starter / Introduction (10 minutes)- I do</td>
<td>Today going to review children’s understanding of certain word groups.
Ask the children what an adjective is and what it does? Make clear an adjective is a word that describes something or somebody. Give examples. Can the children give you examples? Adjectives either come before nouns or after verbs that link nouns with a complement. E.g. The man was old.
Establish from children- Verb: tells us about an action or a happening
Noun: a word that denotes somebody or something in a sentence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Modelling and Explanation (15 minutes)- I do/We do</td>
<td>Look at atext together and read out the first sentence. What is the underlined word in the sentence?
What is it adding to the sentence?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guided Practice (20 minutes)- We do- You do</td>
<td>Elicit that the word dark is describing the woods. Is woods a noun or a verb? Elicit that it is a noun.
Explain that dark is telling us something about the woods. The word woods is a noun which means dark is an adjective
Look at the next sentence - Ask what the word sick is doing in the sentence, that it is describing the grandmother (the noun)
Give children a typed section to decide if underlined words are adjectives and, if so, highlight the word they think they are describing e.g. Adjective Thing describing (children could highlight adjective in one colour and noun in another
Sinking sun
tall trees
In the last sentence there is a blank. Can they think of a suitable adjective?
Discuss where the adjective comes in the sentence that usually it comes before the noun (the thing it is describing)
Then, give children a paragraph. Read together. Elicit responses to tell you which words are nouns. Children underline with a colour. Can they add adjectives in to the paragraph to make it more interesting to read? Together quickly take children’s adjective ideas for the nouns building a working list for them to use in the activity. Add some higher-level ones to stretch uppers.
Children complete cloze procedure adding in suitable adjectives to the text. Share good ones.</td>
</tr>
<tr>
<td></td>
<td></td>
<td colspan="2">Independent Writing (20-25 minutes)- You do- We do
<table>
<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">Most work independently or with a partner. Challenge to write 2 adjectives separated by a comma to create a noun phrase.</td>
</tr>
<tr>
<td colspan="2">Most work independently or with a partner. Challenge to write 2 adjectives separated by a comma to create a noun phrase.</td>
</tr>
</table>
</td>
</tr>
</table>

		Support group can work separately in a small group matching suitable adjectives to nouns and practising identifying adjectives, nouns, verbs. Have pictures to help understanding of some terms e.g. setting sun, looming, shivering trees (could use mime too), Jagged etc	*Support group can work separately in a small group matching suitable adjectives to nouns and practising identifying adjectives, nouns, verbs. Have pictures to help understanding of some terms e.g. setting sun, looming, shivering trees (could use mime too),* *Jagged etc*
		Review and Feedback (10-15 minutes)	Pupils to look at their uses of conjunctions using the working wall – could they edit any of their sentences?
		Plenary / Next Steps (5-10 minutes)	Look back through their work – could any conjunctions be added or edited?

LEARNING OBJECTIVE	**SUCCESS CRITERIA** ***(What will you be assessing through the lesson?)***	**LEARNING SEQUENCE** **(INCLUDE ADULT SUPPORT)**	
To gather evidence of Ugg's character	*To be able to use a dictionary to find definitions of words* *To be able to identify appropriate definitions for the task* ***Possible Misconceptions:*** • *Children don't link action or words to character traits* • *Children have an incorrect understanding of the meaning of certain words*	**Think Back Task- (Recap (2 minutes)) – You do**	*Pupils to have a whiteboard and to write everything they know about UG.*
		Starter / Introduction (10 minutes)- I do	Give the children 6-8 words on large paper strips for each table group. Words given are differentiated according to ability. All above refer to Ugg you will need to add in some that do not refer to Ugg to each group's selection of words. They will develop a side ranging list of traits when pulled together for class wall. Explain that these words refer to character traits. Specifically explain what a trait is? Children look at the words and discuss what they think they mean. Then, using a dictionary they look up the meaning of the words and write a definition under the word on each strip. Were they correct/ Discuss fact a dictionary may have a few definitions so you need to decide which one links to what someone is like. Then ask children to sort them into 2 piles. Ugg/ not Ugg. Then share those they think refer to Ugg. Display the traits that refer to Ugg.
		Modelling and Explanation (15 minutes)- I do/We do	Can they explain why or why not a word refers to Ugg using evidence from the story? It may be something he says or it maybe something he does that tells you he is, for example, 'clever'. Where words are used incorrectly in a sentence model sentence back grammatically correctly and get child to speak it back to you correctly. Children then complete a chart with words that refer to Ugg's personality or behaviour and the evidence they have to back it up
		Guided Practice (20 minutes)- We do- You do	
		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?***	**Core Task**

		(INCLUDE NAMED CHILDREN)		
		SUPPORT	**GDS CHALLENGE**	Pupils to write a chracter description of UG using evidence from the text.
		Children work with adult to make connections. They could have actions /things he says on typed boxes and they can decide through discussion in their group what trait those words /actions show us about Ugg and match them to the words. The words given to their group will be simpler	Children write full sentence answers for the evidence section using because or which to explain their evidence. They may have more than one example e.g. something he does and something he says. Extend these children by giving them more challenging words in the word sort.	
		Review and Feedback (10-15 minutes)	Pupils to peer mark using the success criteria – checking that their partner has used evidence to support their claims.	
		Plenary / Next Steps (5-10 minutes)	Chose some pupils to share their claims. Class to vote with their thumbs if they agree with the statement or not.	

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:					
Unit 2 Place Value		**Day 1 lesson 1**	**Day 2 lesson 2**	**Day 3 lesson 3**	**Day 4 lesson 4**
Learning Objective		**Reading and writing 3-digit numbers**	**Partitioning 2- and 3- digit numbers**	**Ordering and comparing numbers**	**Adding and subtracting ten and 100 to/from 3-digit numbers**
Lesson Overview		**Pupils identify 3-digit numbers and understand what each digit represents.**	**Pupils will learn to partition 2-digit and 3-digit numbers in different ways.**	**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.**
Key Vocabulary		**Number bonds, place value, Digit, hundreds, tens, ones**	**part whole , hundreds, tens, ones**	**Greater, greatest, least, less, more, most, fewer, fewest**	**Add, plus, subtract, minus, greater, smaller, increase, decrease**
Hinge Point Question					
Adaptations to Independent Activity- You do- We do					
	Core Task	Pupils complete the missing information for each of the four numbers. Each number should be represented as Dienes, written as digits in the place value chart, written as words and pupils should	Pupils generate 3-digit numbers using the place value spinners. They make the number using Dienes blocks, partition it into hundreds, tens and ones and record their work in their books. Pupils then	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.

		complete the missing place value information. You may wish to complete a similar example to model.	investigate partitioning in five different ways by moving the Dienes blocks and regrouping where necessary. You may choose for pupils to record some or all of these different partitions on separate place value charts alongside the original partition.		Pupils apply their learning to word problems, using Dienes blocks to support their answers.
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?***	**SUPPORT**	Pupils complete the activity practically, verbally saying each word and discussing the place value.	Some pupils focus on partitioning into hundreds, tens and ones only.	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.
	GDS CHALLENGE	Pupils generate their own 3-digit numbers and represent them in different ways.	Some pupils could choose a different resource to prove the different ways of partitioning.	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.

Science	Computing	PSHE
LI: Learn about the human skeleton **Assessment focus: Explain the functions of the human skeleton** **Recap: Recap vocabuary from last wek [endoskeleton, exoskeleton, hydrostatic skeleton and identify the animal to match the vocabulary.** **Activity:** To form and label the human skeleton.	**LI:** To send an email **Assessment focus:** I can send emails to other children in the class. **Recap: Children to discuss what the purpose of an email is. Discuss what emails were sent/received last week.** **Introduction:** How to compose an email and to insert a recipient. **Activity: Send an email to 2 or 3 people in your class with your favourite joke.** **Find their email address by typing their names into the 'To' box or find their names in the address book.**	**LI: To create a dream school** **Assessment focus:** Understand why rules are needed and how they relate to rights and responsibilities **Key Vocabulary: Rights** **Responsibilities** **Learning** **Charter** **Nightmare** **Dream** **Courtesy** **Self-respect** **Wellbeing** **Support**

		Introduction: Everyone, including adults, sits in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. **Activity:** Pupils to reflect on their nightmare school from last week and create their dream school.
History	DT	Religious Education
LI: To use archaeological evidence to investigate the Bronze Age. **Assessment focus:** I can use evidence to make deductions about the life of a Bronze Age man. **Recap:** Children to discuss 3 things they remember about the Stone Age and one question. **Introduction:** Working in pairs, children to look at the o the objects and make observations about what the class did yesterday. **Activity:** Children to look at their four images, discuss them as a group and record their answers to the investigation questions on their sheets. Children to formulate their own questions about the artefacts.	**LI: To develop cutting and peeling skills.** **Assessment focus:** I can describe the safety rules for preparation techniques. **Recap:** Pupils to sort which foods can be grown in the UK. **Introduction:** [Video] children to look out for the equipment used with each technique. **Activity:** Supervise the children closely using vegetable knives to cut fruits and vegetables. Encourage them to remember key points from the video to guide their method, particularly the claw and bridge holds.	**LI:** To describe what some people believe about being human through exploring personal responses. **Assessment focus: I can suggest whether or not people believe in a human soul based on what they say.** **Recap:** Children to discuss how an icon could represent an idea about what makes humans special. **Introduction:** Arrange the children into groups of three and provide each group with three randomly selected statements about being human. Explain that these statements reflect what some people believe about humans having a soul. They are personal responses from real people and, therefore, a type of source that helps us to find out about people's beliefs and ideas.
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. **To understand the role of an attacker when in possession. [continued from last week]** **Skills being focused on: Passing** **Warm Up: Pupils to find a space and stop in the be ready position. Increase speed.**	**LI: To develop movement skills to lose a defender.** To understand the role of an attacker when in possession. [continued from last week[**Skills being focused on:** Passing and netball rules when passing **Warm Up:** Pupils to pass using the different netball passes.	

Skill Development: Passing to a different space as a player moves.	**Skill Development:** Passing to a different space as a player moves using netball rules.	