Weekly Curriculum Overview

Year Group: 3 Week beginning: 12.10.2026

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:**		
		Breakdown	
	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 with irregular spelling patterns	Letter Pattern/ Rule: To apply knowledge of syllables and phoneme-grapheme relationships To spell words with irregular spelling patterns	Letter Pattern/ Rule: To apply knowledge of syllables and phoneme-grapheme relationships To spell words with irregular spelling patterns
	Target Spelling Word Bank: actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular	Target Spelling Word Bank: actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular	Target Spelling Word Bank: actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular
	Activities: match the words to the correct number of syllables? Read each word and break it into syllables, drawing long lines for the syllable breaks. Write each word again adding the sound buttons for each phoneme. Finally, write the word out again.	Activities: Circle the word that is spelled correctly in each row and write the correct word. Then complete the sentence activities.	Activities: Underline the correct word for each sentence. Then write out the word.

<table>
<tr><th>LEARNING OBJECTIVE</th><th>SUCCESS CRITERIA
(What will you be assessing through the lesson?)</th><th colspan="3">LEARNING SEQUENCE
(INCLUDE ADULT SUPPORT)</th></tr>
<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>
<tr><td colspan="3">Adaptations to Independent Writing- 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 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>Hinge Point Question</td><td colspan="2">Do we always have to use the word ‘said’?</td></tr>
<tr><td>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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LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 2: To investigate synonyms for 'said'	• *I can find different words that mean "said."* • *I can choose a word that shows how someone is speaking.* • *I can use words like shouted, whispered, asked, replied and cried.* • *I can use different words instead of repeating "said."* • *I can use speech words to make my writing more interesting.*	**Think Back Task- (Recap) - You do**	Can you add the inverted commas (" ") to show exactly what the character says? Mia said, I love this book! Come here, called Dad. Tom shouted, Watch out! I am hungry, said Sam. Support – pupils to write what is being said.
		Introduction - I do	Have "I found a treasure!" said Jack. Teacher to explain that I want to make my writing more interesting. I need to think about **how** Jack is speaking. Explain that Jack has found treasure, so he is probably excited. I could replace said with: shouted exclaimed cried Teacher to model I think exclaimed is a good choice because it shows that Jack is excited. "I found a treasure!" exclaimed Jack. Teacher to explain that in order to think about a way something was said, I have to imagine what the character was feeling when they say something.
		Modelling and Explanation - I do/We do	Have the sentence

			"Be quiet! The baby is sleeping," _____ Mum. Pupils to choose from different options instead of said. Share with the group.
		Guided Practice - We do- You do	**Pupils to have different words for said - pupils to order in terms of the loudness to the quietest. Pupils to compare and demonstrate using their voice the difference between the words.**

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)**		**Core Task**
SUPPORT	**GDS CHALLENGE**	*Pupils to create a ladder showing the correct order for synonyms for said in terms of loud to quiet.*
If there is a group of very low children they may benefit from working with an adult to support the activities Challenge; Early finishers could be challenged to add an adverb to their synonym for 'said'	Pupils to create a ladder showing the correct order for synonyms for said in terms of loud to quiet. Challenge Read the sentences below: "I found a spider!" said Mia. "Please be quiet," said Dad. "I don't know the answer," said Tom. "Watch out!" said Ben. "Come and look at this," said Lily.	

Hinge Point Question	Hinge Question: Synonyms for "Said" Which word is the best synonym for "said" in this sentence? "Be quiet! The baby is sleeping," _____ Mum. A. whispered B. shouted C. laughed D. cried

			Pupils to explain why.
		Plenary / Next Steps	Rewrite this short conversation, replacing “said” with interesting synonyms. “Look at that huge dog!” said Sam. “Don’t go too close!” said Mia. “It’s very friendly,” said Sam. Whiteboards

LEARNING OBJECTIVE	**SUCCESS CRITERIA** *(What will you be assessing through the lesson?)*	**LEARNING SEQUENCE** **(INCLUDE ADULT SUPPORT)**	
Day 3: To write a dialogue	• *I can use inverted commas around the words someone says.* • *I can start the spoken sentence with a capital letter.* • *I can use the correct punctuation inside the inverted commas.* • *I can use a reporting clause, such as said Mum or asked Tom.*	**Think Back Task- (Recap) - You do**	Which word best completes the sentence? “I won the race!” _____ Jack. whispered / shouted / asked Why did you choose it? I chose _____ because _____. Have an image to support of a boy winning the race.
		Introduction - I do	Explain that today the children are going to write a conversation between Ug and Ags using inverted commas and the layout conventions of narrative dialogue that we have looked at this week. We are also going to be trying to use synonyms for ‘said’. Give children double page spread of part of the story with words blanked out including Ags and Ug. I need to think about what might the characters be saying and how might they say it? How might they be feeling at this moment in the story?

<table>
<tr><td></td><td>• I can use synonyms for said.</td><td></td><td></td></tr>
<tr><td></td><td></td><td>Modelling and Explanation - I do/We do</td><td>Once I have decided that I can start writing my dialogue.
Demonstrate taking two pictures with different characters talking using inverted comma layout turn it into conventional dialogue Talk through your thought process as you write. Punctuation requirements, who is speaking, how? Do I need any BOLD? Which of my synonyms for ‘said’ would work here? Can I add an adverb to give the reader more information? E.g ,shouted angrily.</td></tr>
<tr><td></td><td></td><td>Guided Practice - We do- You do</td><td>Pupils to write one spoken sentence between the 2 characters.
Pupils to act out in front of the class.</td></tr>
<tr><td></td><td></td><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 | GDS CHALLENGE
TA works with children to create a guided write using children’s ideas and their suggestions for punctuation, addressing misconceptions as go along. | Encourage to choose most appropriate synonym for ‘said’ and adverbs to add more detail. Can they place the reporting clause at front s well as after what has been said?
Some children will write more substantial conversations than others.
Core Task
Pupils to write a conversation between two characters using the correct punctuation and synonyms for said.</td></tr>
<tr><td></td><td></td><td>Hinge Point Question</td><td>Which sentence uses inverted commas correctly?

A. “I like football, said Sam.”

B. I like football,” said Sam.

C. “I like football,” said Sam. ✅

D. “I like football said Sam.”</td></tr>
<tr><td></td><td></td><td>Plenary / Next Steps</td><td>Pupils to act out their conversation.</td></tr>
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<tr><td rowspan="5">Day 4: To know the features of an informal letter</td><td rowspan="5">I can find the date in a letter.
I can identify a friendly greeting, such as Dear Sam.
I can spot the main message of the letter.
I can find questions the writer asks.
I can identify the friendly ending and name, such as From, Alex.</td><td>Think Back Task- (Recap) - You do</td><td>Pupils to have a short example of a letter. Pupils to identify:
Who has wrote it,
Who it is to,
1 key part of information.</td></tr>
<tr><td>Introduction - I do</td><td>Ask the children why we write letters. Establish there are different kinds of letters, some are formal and others informal giving examples of when you'd use each format.
Using a model frame talk though the features of an informal letter with the children.

Date - write the date at the top.
Greeting - e.g. Dear Ugg
Introduction/ signpost sentence - explain why you are writing.
Paragraphs - organise different ideas into separate paragraphs.
Informal or formal language - depending on who the letter is for. (Contractions as an example)
Questions - you can ask the person questions.
Personal details - share your thoughts or feelings.
Conclusion - finish with a final sentence.
Sign-off - e.g. Love from, Best wishes,
Name - write your name at the end.
Correct punctuation - including capital letters, full stops, commas, question marks and exclamation marks.</td></tr>
<tr><td colspan="2">Modelling and Explanation - I do/We do
Guided Practice - We do- You do
Have an example of a formal letter on the board. Pupils to be given different features and to stick onto the letter example - create a working wall.</td></tr>
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		Pupils to match accurately the key features of an informal letter, using a ruler to draw a straight line to the feature labelled.	Pupils to label accurately the key features of an informal letter, using a ruler to draw a straight line to the feature labelled.
		Hinge Point Question	Which ending would be best for an informal letter to a friend? A. Yours faithfully, B. Thank you for reading, C. See you soon! From, Sam ✅ D. End of letter.
		Plenary / Next Steps	Look at this letter: Dear Sam, I had a brilliant day at school today! We played games outside. What did you do today? See you soon! From, Mia 🧠 Can you spot: 🗓️ The date 👋 The greeting 💬 The main message ❓ The question ❤️ The friendly ending ✍️ The writer's name

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 7	**Day 2 Lesson 8**	**Day 3 Lesson 9**	**Day 4 U3 Lesson 1**
Learning Objective		**Rounding 3-digit numbers to multiples of 100**	**Target numbers**	**Open-ended investigations**	**Pictograms**
Lesson Overview		**Pupils use bead strings and number lines to round numbers to the nearest multiple of 100.**	**Pupils apply their understanding of number and place value to complete two activities with 2- and 3 digit numbers.**	**Pupils engage with a series of open-ended problems relating to the concepts covered in the unit. Emphasis is placed on systematic recording. This could be set up as a carousel activity: pupils spend a set amount of time on each task before moving onto the next one.**	**Pupils will learn to interpret and compare pictograms with units greater than one.**
Key Vocabulary		**Multiple of 10 increase, decrease, greatest, least, Rounding, nearest 10**	**Add, plus, subtract, minus, greater, smaller, increase, decrease**	**Add, plus, subtract, minus, greater, smaller, increase, decrease**	**PICTOGRAM, KEY INFORMATION, SYMBOL, STANDS FOR, REPRESENTS**
Hinge Point Question					
Adaptations to Independent Activity- You do- We do					
	Core Task	*Rounding 3-digit numbers to the nearest multiple of 100 Pupils use a bead string to round numbers to the nearest multiple of 100, and then record them on a landmarked number line*	*Pupils work independently to complete a similar task involving 3-digit numbers (based on the NRICH activity 'Four-digit Targets'). Once they have completed a solution, they compare their solutions with a partner and discuss their strategies. Consider whether there is a need for formal recording or whether digit*	*Pupils complete the tasks provided. Consider how you wish for this to be done to suit the needs of pupils e.g. all working on one task at a time, carousel, providing one problem at a time, pair / group / individual work.*	*Pupils use the pictograms on Task sheet 1. They read each question on Task sheet 2 and record their answer.*

			cards and whiteboard jottings will suffice.		
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?*** **(INCLUDE NAMED CHILDREN)**	**SUPPORT**	*Create a Task Sheet showing additional numbers on the number line, including midpoints.*	*Consider limiting the number of targets to be made (with or without decreasing the number of digit cards available). The focus is on the language of place value and on logically justifying whatever choices have been made.*	*The parameters on these questions can be reduced e.g. put the numbers closer together so there are fewer options to find.* *Some pupils may focus on one question for a longer period of time to develop their ability to work systematically.*	*Provide pupils with adapted pictograms that include the amount that each symbol represents or includes the totals for each row but no symbols.*
	GDS CHALLENGE	*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.*	*Give some pupils a solution that has plenty of room for improvement and challenge them to make the most improvement by only moving e.g. five cards. Encourage them to try several different ways before deciding which is the best and explaining what they have done.*	*Pupils can create their own open-ended investigations for a partner.*	*Pupils create another pictogram that shows the same data but with a different scale*

Science	Computing	PSHE
LI: Learn about animals and their skeletons - continued **LI: Match animals to their skeletons** **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 similarities and differences between a human skeleton and an animal skeleton? **Introduction:** Teacher to discuss the differences and similarities in more detail – modelling on an image of a skeleton.	**LI: To explore simulated email scenarios.** **Assessment focus:** ***Pupils to attach files appropriately and use email communications to explore ideas.*** **Recap: What rules do you remember from last week that will help us stay safe when using email?** **Introduction:** Spotting Spam: To stay safe, you should **never** click on any links or attachments in spam emails and delete them straight away. If unsure, check with a trusted adult before taking action.	**LI: To reflect on our learning.** **Assessment focus:** ***Pupils to return to the learning charter and to add/change or remove any items.*** • **Key Vocabulary:** ***Learning*** • ***Charter*** • ***Actions*** • ***View point*** • ***Ideal school*** • ***Belong*** • ***Assertive***

Activity: Pupils to answer the question: What are the differences and similarities between skeletons?	• **Activity:** Open up 2Email and look at the messages in your inbox. • Reply to the messages which you think need a response. There will be some emails from fictional friends. You may then receive replies which you will need to respond to. • Make sure you write your emails in a polite manner. • Look out for any spam messages – what do you think you should do with them?	• ***Controlling*** • ***Kind*** **Introduction:** Explain that people often have different viewpoints about something. For example, someone in a group might feel they haven't been listened to, while other people in the group think that everyone has had a fair turn. Ask the children to discuss in pairs what they think is going on in the picture. Share some of their ideas. **Activity: To make a welcome card**
History / Geography	**Art / DT**	**Religious Education**
LI: To understand the importance of trade during the Iron Age. **Assessment focus:** Explain which items were commonly traded during the Iron Age and why; analyse how coins made trading easier. **Recap: Explain the answer – It was easier to find food in the Stone Age than the Bronze Age.** **Introduction:** Display slide 1 of the Presentation: Making deductions. Ask the children the question 'What are deductions?' Take feedback then click to reveal the answer on the slide. **Activity: children to identify which items they think would have been exported from Britain and which would have been imported to Britain.**	**LI: To cook a pastry tart.** **Assessment focus:** Taste tarts and provide feedback, considering taste, texture, appearance, and use of seasonal ingredients. Receive and reflect on feedback from classmates and identify strengths in their own tart. **Recap:** Explain the answer 'The colours of fruits and vegetables are important.' Why? **Introduction:** Design criteria • Must be a seasonal food tart. • Must use seasonal foods from May and June. • Must look appealing. • Must have good flavours and textures. **Activity: *Pupils to make their pastry tarts and taste them*.**	**LI: Does anyone know what makes us human?** **Assessment focus: To present own and others' views to answer the enquiry question, 'What makes us human?'** **Recap:** Display the *Presentation: Using the Knowledge organiser*, arrange the children into pairs and hand out the *Resource: Knowledge organiser: R&W – What makes us human?* (one between two) **Introduction:** Display the images from the *Resource: Soul art* around the classroom. Explain to the children that they will have five minutes to walk around looking at and thinking about the artwork. They should do so without talking to anyone else. Play the *Audio: Form* quietly in the background. **Activity:** Hand out the *Activity: Book cover and blurb* and explain to the children that they will create the cover and blurb for an imaginary book called 'What Makes Us Human?', thinking and expressing beliefs about the soul, inner self, being human, spirituality and how to live a fulfilled life.

		Look at some non-fiction books and discuss what the cover designs and blurbs include. (Answers may include: the title; relevant pictures linked to what the book is about; a summary of the information contained in the book.)
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 Recorder Lessons
LI: To understand the role of a defender [football] **Skills being focused on:** **Warm Up: Pupils get into a space, follow the leader.** **Skill Development:** Pupils to think about their precision when passing so a defender cannot intercept.	**LI: To understand the role of a defender [netball]** **Skills being focused on:** **Warm Up: Pupils get into a space, follow the leader.** **Skill Development:** Pupils to think about their precision when passing so a defender cannot intercept.	