Weekly Curriculum Overview

Year Group: 3 Week beginning: 19.10.2026

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:**		
		Repair it	
	SESSION 1	**SESSION 2**	**SESSION 3**
	Pupils to underline "breakdown" vocabulary from a text and find words in dictionary.	Pupils to have part of a text and to find breakdown words in dictionary and think of other ways they can "repair" the breakdown.	Pupils to underline "breakdown" vocabulary from a text and find words in dictionary writing definition in books.

SPELLING	**SESSION 1**	**SESSION 2**	**SESSION 3**
	Letter Pattern/ Rule: To spell words with the prefix 're-	Letter Pattern/ Rule: To spell words with the prefix 're-	Letter Pattern/ Rule: To spell words with the prefix 're-
	Target Spelling Word Bank: redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge	Target Spelling Word Bank: redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge	Target Spelling Word Bank: redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge
	Activities: Can you sort the word stems into either '-sure' or '-ture' endings?	Activities: Circle the word that is spelled correctly in each row and write the correct word. Then complete the sentence activities.	Activities: Write a sentence for each picture. 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 an informal letter

Necessary Prior Learning and Key Vocabulary (for pre-teaching): informal, time capsule, explain, describe, today, now, then barmy, mad, posing daft questions, lives in another world

LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 1: To plan a letter	• *Identify my audience - know who I am writing to and why.* • *Use the correct features - include a greeting, introduction, main points and a suitable ending.* • *Organise my ideas – put my ideas in a sensible order.* • *Use interesting vocabulary - choose adjectives and powerful words to engage the reader.* • *Use notes and sentences - jot down key words and ideas to help me write my letter.*	**Think Back Task- (Recap) - You do**	Ask children if they can remember a few weeks ago when we looked at the things that were different in the Stone Age and wrote a list? Ask children to remind you what some of those things were. Show a list of things and see how many they had remembered. Who can remember what ideas Ugg was having and how he was thinking of inventing things to make life better? Build a list with children using bullet points of Ugg's ideas. Have an image from the start of the book to show the children what it was like at the start.
		Introduction - I do	Show words and phrases from the book. Ensure you address what each ones means or review if you have specifically discussed ones before. How do they think his parents felt about his madcap ideas? What do they think people today would say to Ugg if they could speak to him? Gather children's ideas. Explain today the children are going to plan a letter to go in a time capsule to go back in time to Ugg.
		Modelling and Explanation - I do/We do **Guided Practice - We do- You do**	Using a chart format children choose things from the class list they want to talk about (3 things). They write these into Uggs ideas column. Then they think about how that is linked to what we have today. Children can be reminded of the list work they did earlier in the unit and be encouraged to use it

			Ugg Today To build a walled circle to keep animals We use fences, sheds and barns to keep animals in Once children have had time to complete chart come together to share ideas. Then demonstrate thinking about an opening signpost sentence and how you might end such a letter. Children to also write in their opening signpost sentence and concluding sentence. Children add to their chart Demonstrate how these notes can then be used to create sentences. Can they try to write one for one of their boxes? Ugg, your idea to build a stone walled circle to capture and keep animals was not a barmy one. Today, we use wood or metal (it wasn't invented in your time) fences, barns and sheds to keep animals in. We have something called farms and on them we keep animals for food. Your idea was just the beginning and a very good idea it was too! Vary conjunctions and use a variety of the terms above to give the children alternate ways of saying his ideas were mad to avoid repetition

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**	Children complete their chart and add a sentence if they can.
Support could have Ugg's column filled in so they think how things have changed, what we have now. Adult to support them discussing their ideas Where possible children practise developing their sentences ready for writing tomorrow. Write on whiteboards and when they have edited some with adult support they can write them in their book.	Pupils to have written 3 sentences using a range of conjunctions and ideas.	

Hinge Point Question	Which of these is the best way to start an informal letter to a friend? A. Dear Sir or Madam, B. Dear Sam, C. Once upon a time... D. Yours faithfully,

		Plenary / Next Steps	Stars and a Wish ⭐ Ask children to look at their informal letter plan and check their work against these questions. Star 1: Greeting and purpose Have I planned who I am writing to and why I am writing? Star 2: Ideas in order Have I planned at least two ideas to include in the main part of my letter? My Wish: One improvement What could I add or improve to make my letter interesting for the reader?

LEARNING OBJECTIVE	**SUCCESS CRITERIA** *(What will you be assessing through the lesson?)*	**LEARNING SEQUENCE** (INCLUDE ADULT SUPPORT)	
Day 2: To write a letter (1/2)	• *Use a friendly greeting - start my letter with Dear…* • *Explain my purpose - tell the reader why I am writing.* • *Organise my ideas - write in a sensible order, using paragraphs.* • *Use interesting language - include adjectives, questions or exclamation marks to engage my reader.* • *End my letter correctly - use a friendly sign-off, such as From or Best*	**Think Back Task- (Recap) - You do**	Spot the mistake! Read the letter opening below. What is wrong with it? To whom it may concern, I am writing to my best friend to tell them about my holiday. Write down a more suitable greeting for a letter to your best friend.
		Introduction - I do	Remind children of yesterday's lesson and their notes to help them write their letter. Today they are going to write a letter to Ugg to go in a time capsule (have a lidded tube ready, decorated perhaps with cave painting). Children will write in books but then write in best to send. In your letter you are going to explain that even though no one believed him and were sceptical about his ideas (thinking he was 'barmy' 'mad', 'living in another world') you want to let him know he wasn't as that we are thankful for his ideas and the inventions that followed him. He might be surprised to learn what it's like in the 21st Century Tell Ugg how his ideas were not so silly after all.
		Modelling and Explanation - I do/We do	*Model writing a letter and laying it out appropriately. Demonstrate thinking out loud and editing your work as you go along.* *I thought you'd like to know….*

<table>
<tr><td></td><td>wishes, followed by my name.</td><td></td><td>We have ……. which would not have been invented unless you….
You wondered…… Well
Your idea about……. was not so silly because….
Your ideas are now part of the ‘real world!’
Focus on opening signpost sentence and first paragraph (2 for more able)
It may be an idea to send children to write opening of letter and then share their writing as a class before they move onto paragraph 1. Then remind them now going to write first idea and drop down to start a new paragraph.</td></tr>
<tr><td></td><td></td><td>Guided Practice - We do- You do</td><td>Pupils to have a bullet point and to turn it into a sentence for the letter. Take feedback.</td></tr>
<tr><td></td><td></td><td colspan="2">Adaptations to Independent Writing- 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">Pupils to write their letter independently.</td></tr><tr><td>work with adult to orally compose ideas before writing. They focus on an opening sentence (Why they are writing)
2 inventions or things that have changed based on Ugg’s initial thoughts</td><td>children write freely as many things as they can remember using their notes to help them. Use paragraphs for each idea being talked about.</td></tr></table></td></tr>
<tr><td></td><td></td><td>Hinge Point Question</td><td></td></tr>
<tr><td></td><td></td><td>Plenary / Next Steps</td><td>Pupils to read their letter against the success criteria so far – discuss with partner what they can do next lesson.</td></tr>
</table>

<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">Day 3: To write an informal letter and edit</td><td rowspan="8">•</td><td>Think Back Task- (Recap) - You do</td><td colspan="2">Pupils to read their opening from the previous lesson to a peer. Pupils to give feedback.</td></tr>
<tr><td>Introduction - I do</td><td colspan="2" rowspan="3">Children continue to write their letters. Following your reading of the work from the previous day, highlight good work and also address misconceptions, incorrectly used conjunctions, grammatical errors etc during your input.
Explain today they will be completing their letter and editing it for spelling and punctuation mistakes, layout etc.
They need to remember to write a concluding sentence along the lines of...
So, you weren't 'barmy' after all
What will they say to Ugg directly? Do they wish they had been able to meet him? Why?</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td></tr>
<tr><td>Guided Practice - We do- You do</td></tr>
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<tr><td>SUPPORT</td><td>GDS CHALLENGE</td><td rowspan="2">Pupils to continue with their letters.

All pupils to use the success criteria to check their work against.</td></tr>
<tr><td>Pupils continued with adult support in using sentence openers.</td><td>Pupils to have have a concluding statement and that they include their feelings, thoughts.</td></tr>
<tr><td>Hinge Point Question</td><td colspan="2">Ug wants to write a letter to his friend about an exciting adventure. Which paragraph is the best example of an informal letter?

A. To whom it may concern, I am writing to inform you of an event. Yours faithfully, Ug.

B. Dear Friend, You won't believe what happened today! I went on an amazing adventure and I can't wait to tell you all about it. Best wishes, Ug.

C. Once upon a time, there was a little boy who lived in a cave.

D. Dear Sir or Madam, I am writing to make a formal request. Yours sincerely, Ug.</td></tr>
<tr><td>Plenary / Next Steps</td><td colspan="2">Pupils to read aloud their letter to share with the class.</td></tr>
</table>

LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 4: To use capital letters and full stops accurately.	• *I can start each sentence with a capital letter.* • *I can use a full stop at the end of each sentence.* • *I can use capital letters for names and places.* • *I can identify where one sentence ends and another begins.* • *I can check and correct capital letters and full stops in the middle of a text..*	**Think Back Task- (Recap) - You do**	**Fix the sentences!** Display the following sentences on the board. Ask children to rewrite them correctly in their books. Can you spot the mistakes? 1. ug walked into the forest 2. he saw a strange tree. it had golden leaves 3. ug looked up and smiled he was amazed
		Introduction - I do	Explain that writers use capital letters and full stops to help readers understand their writing. A capital letter signals the beginning of a sentence, while a full stop signals the end. Display this paragraph: **What is wrong with this text?** ug was walking through the forest. he heard a strange noise behind him. he turned around and saw a huge creature. it was standing beside a tree. Ask the children: • What do you notice about the beginning of each sentence? • Where should the capital letters go? • Why do we need full stops?

			• Should the word *he* have a capital letter when it begins a new sentence? Explain that capital letters are needed **throughout a piece of writing**, not just at the beginning. After a full stop, the next sentence must begin with a capital letter. Remind pupils that names, such as *Ug*, also need capital letters wherever they appear.
		Modelling and Explanation - I do/We do	Model how to edit a short paragraph, thinking aloud as you work. STEP 1: Read the text ug woke up in his cave one morning he felt hungry so he went outside he saw a mammoth near the river STEP 2: Think aloud "First, I notice that *ug* is a name, so I need a capital letter. I read the text carefully to find where one complete idea ends and the next begins. After *morning*, the first idea is complete, so I need a full stop. The next sentence begins with *He*, so I need a capital letter." STEP 3: Model the corrected text Ug woke up in his cave one morning. He felt hungry, so he went outside. He saw a mammoth near the river.
		Guided Practice - We do- You do	Work together to correct the paragraph below. Ask pupils to suggest corrections and explain their reasoning. Let's edit together! ug was walking home he heard a loud roar. he ran behind a rock then he saw a dinosaur. ug was frightened Ask the class to identify: Where should the capital letters go? Where are the full stops missing? How many sentences should there be? How can we check that the text makes sense?

		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**	**Become a punctuation detective** Read the paragraph and correct all the mistakes. ug and his friend went hunting they looked behind a rock. they saw a woolly mammoth ug felt scared but he kept walking Then answer: • How many sentences should the paragraph contain? • Why does *They* need a capital letter? • Why does *Ug* need a capital letter when it appears again? **Challenge:** Write two more sentences about what Ug does next, using capital letters and full stops accurately.
		Fix Ug's writing Rewrite the text by adding capital letters and full stops. Use the sentence clues to help you. ug lived in a cave. one day he went outside he saw a mammoth. he ran home Scaffolds: Highlight the beginning of each sentence. Give pupils a coloured pencil for capital letters and another for full stops. Provide the reminder: "Capital letter, sentence, full stop." Extra support: Give pupils the text printed with spaces between the sentences, or ask them to place full-stop cards where each idea ends.	Write and edit a paragraph Imagine Ug has discovered a mysterious cave. Write a paragraph of 5–7 sentences describing what happens. Your writing must include: Capital letters at the beginning of every sentence. Full stops at the end of every sentence. Capital letters for names wherever they appear. A mixture of short and longer sentences. Accurate punctuation throughout the paragraph, including in the middle of the text. Challenge: Swap your paragraph with a partner. Underline every capital letter and circle every full stop. Explain one punctuation decision you made and why.	
		Hinge Point Question	Ug has written this paragraph. Which version uses capital letters and full stops correctly? A. ug went into the cave. he saw a bat. then he ran home. B. Ug went into the cave he saw a bat. Then he ran home.	

			C. Ug went into the cave. He saw a bat. Then he ran home. D. Ug went into the cave. He saw a bat then he ran home
		Plenary / Next Steps	Ask children to complete this sentence before leaving: "When I check my writing, I must remember to…" Expected response: "Start each sentence with a capital letter and end it with a full stop."

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 (U3 L2)	Day 2(U3 L3)	Day 3 (U3 L4)	Day 4 (U3 L5)
Learning Objective	Presenting data in pictograms	Scaled bar charts	Constructing scaled bar charts	Interpreting and presenting data
Lesson Overview	Pupils will interpret a table and present the data in a pictogram with symbols representing more than one.	Pupils will read, interpret and compare scaled bar charts with increments of two, five and ten.	Pupils will collect data using a tally and present data in tables and scaled bar charts.	Pupils interpret and present data using either a pictogram or a scaled bar chart

Key Vocabulary		Information, data, pictogram, twice as many, row, column, key	Bar chart, axis, axes, stands for, represents, scale	Bar chart, axis, scale, tally	Bar chart, axis, axes, scale, row, column, key, symbol
Hinge Point Question					
Adaptations to Independent Activity- You do- We do					
	Core Task	*Pupils use the holiday destination data to create their own scaled pictogram. Pupils can decide what the scale of the pictogram should be (either a scale of two or four would be ideal) and use the template on the Task sheet to record their data. Once the pictograms are created, there are some sentences on the slide for pupils to complete about their data. A second task sheet asks pupils to identify errors in a pictogram, by comparing it to the same data given in a table.*	*Pupils read the questions on the slide, identify the correct chart(s) to answer each question and find the relevant information. They make a concrete representation of the data and answer the questions appropriately*	*Pupils use the data from the Talk Task and decide what type of bar chart they will use to show the data, choose their own scale and then complete and label their own bar charts*	*Pupils represent the data in the Task Sheet using either a pictogram or scaled bar chart. Pupils should be able to explain why they chose the bar chart or pictogram.*
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?*** **(INCLUDE NAMED CHILDREN)**	**SUPPORT**	*Provide pupils with a specified scale.*	*Provide pupils with the bar chart highlighted next to each question so that they can see where to find the information in the table.*	*Provide pupils with interlocking cubes and pre-labelled blank charts for support when constructing their bar chart.*	*Pupils identify their own questions that can and cannot be answered using the representations provided.*
	GDS CHALLENGE	*Give pupils completed tables and pictograms and ask them to match the table with the correct pictogram and explain why they match.*	*Provide pupils with a bar chart and ask them to create questions for it, encouraging them to work out the answers before trying them out on a partner*	*Challenge pupils to ask / write questions that can be answered using their bar chart.*	*Give pupils two representations of data with some information missing in each and ask them to complete both formats.*

Science	Computing	PSHE
LI: Explore the roles of muscles **LI: Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables** **Assessment focus:** Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables **Recap:** Recap on the previous learning by asking the children the following questions: Have a look at these two skeletons. Can you identify which animals they belong to? How have the skeletons adapted to enable these animals to move? **Introduction:** children to discover that muscles always pull and never push. Because of this, they often work in pairs to allow movement in both directions. Explain the difference between voluntary and involuntary muscles. **Activity: Create a model picture of the arm, using the pictures and information below to help you.**	**LI: To explore simulated email scenarios.** **Assessment focus:** I can manage my inbox by reading and responding to a series of email communications. **Recap: Pupils to recall how to be safe when online - including the use of email** **Introduction:** Pupils to discuss spam and what this means/effect it has. **Activity: Pupils to attach files appropriately and use email communications to explore ideas.**	**LI: I understand my actions affect others and try to see things from their points of view** **Assessment focus:** Understand my actions affect others and try to see things from their points of view **Key Vocabulary** • ***Learning*** • ***Charter*** • ***Actions*** • ***View point*** • ***Ideal school*** • ***Belong*** • ***Assertive*** • ***Controlling*** • ***Kind*** **Introduction:** Show the picture but don't reveal the scenarios yet. 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. Read out the two scenarios. *Scenario 1:* The children are going to share a joke with the girl who is feeling upset. They find the joke funny. *Scenario 2:* The children are making fun of the girl. Ask the children to think which of these is most likely to be the accurate one. Why? **Activity: Pupils to reflect on another child's feelings and explain what to do next.**
History	**DT**	**Religious Education**
LI: What changed between the Stone Age and Iron Age?	**LI: To evaluate a dish.** **Assessment focus: I can consider taste, texture, appearance and use of seasonal ingredients.**	**LI: Does anyone know what makes us human?** **Assessment focus:** I can summarise the key beliefs of some worldviews about being human.

Assessment focus: To compare settlements in the Neolithic period and Iron Age by exploring continuity and change. **Recap: children will play a game to help recall key vocabulary from the unit.** **Introduction:** Play the video on link: BBC Teach - Iron Age Britain (animation) and ask questions. **Activity: Working in pairs, ask the children to compare the images, identifying what has changed between the two settlements and what has stayed the same.**	**Recap: Show the Presentation: Explain the answer and ask the children why the colours of fruits and vegetables are important.** **Introduction:** Show slide 1 of the Presentation: Design brief and remind the children of the design criteria for making their seasonal tarts. **Activity: Pupils to evaluate their pastry tart.**	**Recap: children to use the Knowledge organiser to help them write some questions about the unit.** **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. Pupils to feedback. **Activity: children that 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.**
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
LI: To apply tacktics to small sided games **Skills being focused on:** **Warm Up:** **Skill Development:**	**LI: To explore ways to gain possession** **Skills being focused on:** **Warm Up:** **Skill Development:**	