Weekly Curriculum Overview

Year Group: 3 Week beginning: 5.10.2026

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

Reading	**This week's reading focus is:**	**Reading Strategies: Strategy 6 -To fix a Breakdown** **Week 7- To explore idioms and their meaning in texts**		
	SESSION 1	**SESSION 2**	**SESSION 3**	**SESSION 4**
	To begin to understand the meaning of certain idioms	To identify details in a text to define the meaning of an idiom	To clarify literal and actual meaning in pictorial and written form.	Small Group Guided Reading sessions
	Children will develop an understanding of idioms in figurative language and how they are used for effect. Children will learn how to use information within a text to help work out the meaning of the idiom	Children will independently identify the meaning of an idiom using clues in the given text extract. Children will begin to develop a page of a class idiom book	Children will create images for literal and actual meaning of an idiom Children will use the idiom correctly in a sentence to show understanding.	

SPELLING	**SESSION 1**	**SESSION 2**	**SESSION 3**
	• Spelling words using suffix -**al** • Use further prefixes and suffixes and understand how to add them	• Spelling words using suffix -**al** Use further prefixes and suffixes and understand how to add them	• Spelling words using suffix -**al** Use further prefixes and suffixes and understand how to add them
	Target Spellings Word Bank: **commercial, controversial, controversially, financial, financially, initial, initially, palatial, provincial, spatial** **Group 2**	**Target Spelling Word Bank:** **commercial, controversial, controversially, financial, financially, initial, initially, palatial, provincial, spatial** **Group 2**	Remind children of group 1 will be testing their Year3.4 words after half term **Target Spelling Word Bank: commercial, controversial, controversially, financial, financially, initial, initially, palatial, provincial, spatial**

	particular,opposite, minute, medicine, library, length, remember, straight, special, though	_particular,opposite, minute, medicine, library, length, remember, straight, special, though	**Group 2** particular,opposite, minute, medicine, library, length, remember, straight, special, though
	-Activities: Revisit ous words and earlier -al words dictation sentences Understand further -al word construction and latin derivations	Activities: • Palatial word shed	Activities: Morpheme Web Missing word sentences

English Writing

LINKED TEXT:

By the end of the week, I want the children to have:

Necessary Prior Learning and Key Vocabulary (for pre-teaching):

LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 1 Hot Write Children will start to write	• *Children will be assessed on the same criteria as in the Cold Write last week.*	**Think Back Task- (Recap) - You do**	Today is 'Hot Write' time. Explain to the children they need to do their best. Think about the features they need to include of a News Report and what each section needs to include. Remind them they can refer back to anything they have written or worked on over the last week to help them impress us. Be accurate and check your work as you write. Think carefully about layout and

<table>
<tr><td rowspan="11">their Hot Write of a News Report</td><td rowspan="11">Name of Paper
Headline
Byline
columns
Orientation 5 w's
Main body
Paragraphs
Past tense
3rd Person
Reported and direct speech
Picture
Quotes
Reorientation
Bonus - Children will include varied sentence openers and sentence structures in the body of their report</td><td></td><td>paragraphs. Today layout News Report, take your time, write your Title, orientation paragraph and the first descriptive paragraph of the main body. Don't go further. Take your time be accurate, handwriting etc</td></tr>
<tr><td>Introduction - I do</td><td></td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td></td></tr>
<tr><td>Guided Practice - We do- You do</td><td></td></tr>
<tr><td colspan="2">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 colspan="2">All children will complete a 'Hot write' independently using any work previously practised to help themselves. Children will be encouraged to read sections of their work as they go along and to edit their work at the end.

Some children may do their work in a quiet area with adult support to ensure they do not get upset or give up. The adult will not be able to help them with punctuation or ideas.</td></tr>
<tr><td>Hinge Point Question</td><td>Have you checked your Process success criteria for the section you have written? Have had time to lay it our accurately.
By now you should have completed the beginning orientations and description part of your News Report and</td></tr>
<tr><td>Plenary / Next Steps</td><td>Congratulate children on working so hard and trying to use everything they have learned over last couple of weeks.</td></tr>
</table>

LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 2: **Hot Write 2** **Main body and reorientation** **Edit work before hand in**	• *Children will be assessed on the same criteria as in the Cold Write last week.* • *Name of Paper* • *Headline* • *Byline*	**Think Back Task- (Recap) - You do**	Yesterday completed you orientation paragraph, and the first section of your main body of your report. You had time to think carefully about how you set out your work. Remember to look back at work you have done, sentences you have written. You can use anything we have done over the last couple of weeks. We can't help you. Take time to re -read sentences you have written to check for omitted words and spelling errors. Have your spelling card in front of you too.
		Introduction - I do	
		Modelling and Explanation - I do/We do	

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<tr>
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- *columns*
- *Orientation 5 w's*
- *Main body*
- *Paragraphs*
- *Past tense*
- *3rd Person*
- *Reported and direct speech*
- *Picture*
- *Quotes*
- *Reorientation*
- *Bonus – Children will include varied sentence openers and sentence structures in the body of their report*

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<td>Guided Practice - We do- You do</td>
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<td colspan="2">
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<tr><th>SUPPORT</th><th>GDS CHALLENGE</th><td rowspan="2">Children work independently today</td></tr>
<tr><td>Children work independently today</td><td>Children work independently today</td></tr>
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<tr>
<td></td>
<td></td>
<td>Hinge Point Question</td>
<td>Have you checked your work against your PSC? Have you included everything? If not, can you add something in?</td>
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<tr>
<td></td>
<td></td>
<td>Plenary / Next Steps</td>
<td>We will enjoy reading your work and seeing how you have improved from your first attempt.</td>
</tr>
</table>

LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)

<table>
<tr>
<td rowspan="8">Day 3:
To plan a

conversation between Dish and Spoon waiting to go into bank and coming out</td>
<td rowspan="8">

Children will have plotted a conversation using speech bubbles
For Dish and Spoon.

Children will have brainstormed suitable synonyms for ‘said’
Children will have ideas for action/show not tell that could be incorporated into the conversation writing.

</td>
<td>Think Back Task- (Recap) – You do</td>
<td>Discuss the direct speech writing we did as part of the News Report. Remind children what they were attempting to do. Using some examples from children’s work look at some of the areas children are finding difficult.</td>
</tr>
<tr>
<td>Introduction - I do</td>
<td>Explain we will be creating a conversation between Dish and Spoon firstly where they are waiting to rob the bank and a little later as they make their escape. We need to think about their character and how they might be feeling showing it through what and how they speak, as well as show not tell description. Think out loud what they might say to each other and act it out in front of children.</td>
</tr>
<tr>
<td>Modelling and Explanation - I do/We do</td>
<td>Model to children compiling a plan of what they will say using speech chart. Explain how to use the chart to plan their conversation.</td>
</tr>
<tr>
<td>Guided Practice - We do- You do</td>
<td>Write in thinking out loud what I think they might say, how they would say it (synonyms for said) and for some what they might be doing at the time they speak.</td>
</tr>
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<td>SUPPORT</td>
<td>GDS CHALLENGE</td>
<td rowspan="2">Children work independently to write an entertaining conversation reflecting the characters of Dish and Spoon through actions, spoken word and synonyms for said.

Can they include one where the same character continues spealing after some movement/

CT model for them to help them include it</td>
</tr>
<tr>
<td>Children plan their conversation
Using speech chart with adult support include synonyms for ‘said’
Vian using Speech bubbles 1-1</td>
<td>Children work independently to complete their plan. Include synonyms and if possible, action to integrate with dialogue</td>
</tr>
<tr>
<td colspan="2">Hinge Point Question</td>
<td>How will we show that each character is saying these words. Model again the structures for direct speech reporting clause at start and after direct speech.Draw attention to where children found it hard previously</td>
</tr>
<tr>
<td colspan="2">Plenary / Next Steps</td>
<td>Tomorrow we will be writing our conversations between Dish and Sppon.</td>
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</table>

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<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="11">Day 4:
To write a conversation between Dish and Spoon before entering the bank and on leaving the bank</td><td rowspan="11">• To write a conversation including the following
• Punctuation features
• “” Inverted commas (speech marks)
•
• Use inverted commas to show the exact words a character says.
• , Commas to separate speech from the reporting clause
•
• Question marks and exclamation marks
•
• Use a question mark for a question and an exclamation mark to show strong feelings.
•</td><td>Think Back Task- (Recap) - You do</td><td colspan="2">Remind children of our plans from yesterday and explain we will be writing our conversations in 2 parts: Waiting to go into the Bank and then escaping from the Bank.</td></tr>
<tr><td>Introduction - I do</td><td colspan="2">Show children the key elements will be looking for when they are writing direct speech. Want to feel the different characters of Dish ands Spoon.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td colspan="2">Model taking ideas from my plan and writing them using direct speech punctuation, synonyms for said and show not tell for some. Focus on new line new speaker.</td></tr>
<tr><td>Guided Practice - We do- You do</td><td colspan="2">Ask children to tell me what I need to do to establish their understanding of what we are doing and follow their instruction addressing misconceptions if needed, before they start.</td></tr>
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<tr><td>SUPPORT</td><td>GDS CHALLENGE</td></tr>
<tr><td>Write a conversation punctuating the direct speech accurately following a check list given. Reporting clause at the end to include synonym for said to reflect the character and how they are feeling. New line, new speaker.</td><td>Write a conversation between Dish and Spoon developing characters and their motivations fears, worries through what they say, punctuated accurately, extending their ideas fully.</td><td>Children write a conversation between Dish and Spoon using synonyms for said and reporting clauses. If possible, integrate some dialogue with action to show character. Start new line, new speaker.

Challenge: Can they include any idioms in their conversation?</td></tr>
<tr><td>Hinge Point Question</td><td colspan="2">Ask children questions relating to specific direct speech requirements, getting them to check their work for each thing to encourage more detailed editing.</td></tr>
<tr><td>Plenary / Next Steps</td><td colspan="2">Ask some children to read out their conversations. Do they reflect the characters of Dish and Spoon? How?</td></tr>
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Maths

UNIT FOCUS:				
By the end of the week I want the children to have learnt these key mathematical skills:				
Key Vocabulary:				
Key Models and Resources needed:				
	Day 1	**Day 2**	**Day 3**	**Day 4**
Learning Objective	To read and interpret information presented in a line graph	To read and interpret information presented in a line graph	**Two Maths lessons this week**	
Lesson Overview	Pupils interpret the shape of the data line in a range of graphs and tell the 'story' of the graph. A line graph is a way to visually present data. This lesson focuses on describing how the line changes and considering the many real-life situations the line could represent.	Pupils read and interpret graphs showing the temperature in Rio and London. A line graph can allow extra information to be accessed, for example, a graph showing the temperature of the day at three-hour intervals will allow you to make reasonable approximations of the temperature between the measurements.		
Key Vocabulary	Graph, data, information, increase, decrease, x-axis, y-axis, axes, present, change, time	Graph, data, information, increase, decrease, x-axis, y-axis, axes, present, change, time		

Hinge Point Question		Reading values How many steps had the pupil recorded by 12 pm? A. 3,000 B. 6,000 C. 7,000 D. 9,000	A line graph shows the temperatures in Rio and London at 9 am and 12 pm. • Rio: 24°C at 9 am and 30°C at 12 pm. • London: 12°C at 9 am and 18°C at 12 pm. Assuming the temperature changes steadily between the measurements, which statement is correct at 10:30 am? A. Rio is approximately 27°C and London is approximately 15°C. B. Rio is approximately 30°C and London is approximately 18°C. C. Rio is approximately 25°C and London is approximately 13°C. D. We cannot estimate temperatures between the points on a line graph.		
Adaptations to Independent Activity- You do- We do					
	Core Task	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?***	**SUPPORT**	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*
	GDS CHALLENGE	*What is the expected outcome- what would you want the children to produce?*	*What is the expected outcome- what would you want the children to produce? (This will*	*What is the expected outcome- what would you want the children to produce? (This will*	*What is the expected outcome- what would you want the children to produce? (This will*

(INCLUDE NAMED CHILDREN)		*(This will support you knowing what to assess and feedback to children)*	*support you knowing what to assess and feedback to children)*	*support you knowing what to assess and feedback to children)*	*support you knowing what to assess and feedback to children)*

Science	Computing	PSHE
There will be no science this week as the unit has been completed	**There will be no computing this week as the unit has been completed**	**LI: I understand how democracy and having a voice benefits the school community and know how to participate in this** **Assessment focus:** **Key Vocabulary:** **Learning Charter** **Collaboration** **Participation** **Motivation** **Rights** **Responsibilities** **Rewards** **Consequences** **Introduction:** Ask the children if they know what an 'Agony Aunt' does? Explain that often in newspapers or on some TV and radio shows there are experts who are given the nickname "Agony Aunts". People write or phone in with a problem they need help solving (usually a personal problem or worry) and the expert (or Agony Aunt) offers advice. *Explain that the term 'Agony Aunt' is quite old-fashioned - it used to suggest this was something only women did, but nowadays we know that anyone can give good advice, whether they're male or female! The name has stuck even though we understand better now that being good at helping people has nothing to do with gender.*

		Ask the children if they have seen or heard examples of Agony Aunts. **Activity:** **nvite the children to be 'Agony Aunts' today.** **Divide the class into four groups and hand out a scenario card to each group. Note that the scenarios contain 'sensitive issues 'and may be pertinent to some children in the class. If this is the case these children should be consulted before the lesson to check they are happy for the scenario to be used. Teachers are free to write alternative scenarios if they are more appropriate or use one or two of the scenarios with more than one group.** **Each scenario asks the children to offer some advice. There are also questions on the scenario cards that will prompt them about things they can include in their advice. In the next part of the lesson each group will share the advice they are offering the child in the scenario through a piece of drama.** ***(Some children may feel anxious about drama, so at this point explain that the drama in this lesson is very easy and nobody will be forced to 'act' or speak if they feel uncomfortable about it. Reinforce the Jigsaw Charter.)***
History / Geography	**Art / DT**	**Religious Education**
LI: To evaluate the impact of the Viking invasions and settlements using primary sources and case studies. **Assessment focus:** **I can name some Viking settlements.** **I can analyse primary sources.** **I can explain the impact of Viking invasions and settlements.** **Recap:** Put the children in pairs and ask them to think of five things about Viking sagas from last lesson. Once they have thought of five, ask them to tell their partner. **Introduction:**	**LI: To design and evaluate an eco-gadget bike using design criteria.** **Assessment focus:** **I can write design criteria.** **I can use my criteria to draw and annotate an eco-gadget bike design.** **I can evaluate a design according to the design criteria.** **I can provide helpful feedback.** **Recap:** What is an Eco bike? When might one be used? Why might people use one? **Introduction:**	**LI: To explain how and why people stand up for what they believe in.** **Assessment focus:** **I can explain why some religious groups support each other.** **I can recognise prejudice.** **I can use empathy to understand different people's viewpoints.** **Recap:** Working in pairs, give the children one minute to share their knowledge about someone who has stood up for their beliefs in recent history (examples might include: Malala Yousafzai, Mahatma Gandhi, Corrie ten

Image of Viking coming off a ship to be displayed and for pupils to think what they can see and what they can infer from this. Think about thoughts and feelings as well. **Activity:** Invite the children to imagine themselves as local villagers during the Viking period. They can choose to be a villager from an area that the Vikings raided or a settlement where Vikings decided to stay. Ask the children to write a letter to a distant relative or friend describing their experiences. They should explain: Where they are writing from (either a raided area or a Viking settlement). Describe their daily life. Explain how the Viking presence has affected them and their community and how they feel about it. Encourage the children to think about the impacts the Vikings had. They might discuss fear and destruction, cultural changes or the benefits of new trading opportunities. Remind the students to use the information and insights they have gained from the sources and case studies used in the lesson.	Pupils to be shown a competitor bike that can be adapted from a smoothie-making bike to an ice cream-making bike. **Activity:** **Design and evaluate an eco-gadget bike using design criteria.**	Boom, Ani Pachen, Preet Kaur Gill, Stormzy and Greta Thunberg). **Introduction:** What can make life hard for you on a day-to-day basis? **What or who usually helps you when things are hard?** **Activity:** Ask the children to think about how different people may respond when facing a similar situation to the news article provided. Ask the children to add comments in the thought bubbles to show what the people in the image might be thinking. Guide the children to consider the following viewpoints: People within the building. People protecting the building and the people inside. Members of the public. Themselves.
PE Reminder: Earrings and other jewellery are not to be worn in school	**PE** Reminder: Earrings and other jewellery are not to be worn in school	**Music**
LI: To develop teamwork skills by working collaboratively, communicating effectively and supporting others during games and activities. **Skills being focused on:** Teamwork, communication, cooperation and problem-solving. **Warm Up: Cross the River** **Skill Development:** Teamwork Challenges – pupils will take part in activities that require them to work together to achieve a shared goal. They will practise listening to one another, sharing ideas, taking turns, encouraging teammates and making decisions as a group. Pupils will develop their leadership skills by learning how to organise their teams, communicate instructions clearly, include everyone and offer positive feedback.	**There will be only one PE this week as one of the lessons is timetabled for Friday**	**There will be no music this week as the lessons are timetabled for Friday**

They will have opportunities to reflect on how effective teamwork helps everyone participate and succeed.		