

Weekly Curriculum Overview

Year Group:3

Week beginning: 14.9.2026

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

Reading	This week's reading focus is:	To make connections											
	SESSION 1	SESSION 2				SESSION 3				SESSION 4			
	Letter Pattern/ Rule: Making connections - Book to self.	Letter Pattern/ Rule: Making connections - Book to Book	Letter Pattern/ Rule: Making connections - Book to world				Letter Pattern/ Rule: Making connections - Book to world						
	Activities: Read poem and model connections you can make with the poem 'On Grassy Hill.' Think of their favourite outdoor place.	Activities: Compare with other texts / poems / books it reminds them of. Note language features to compare.				Activities: Discuss how the poem links to nature and the outside world.				Activities: Nature detective: think about senses and the world around them.			

SPELLING	SESSION 1	SESSION 2	SESSION 3
	Letter Pattern/ Rule: To spell words where the digraph 'ou' sounds like /u/	Letter Pattern/ Rule: To spell words where the digraph 'ou' sounds like /u/	Letter Pattern/ Rule: To spell words where the digraph 'ou' sounds like /u/
	Target Spelling Word Bank: touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish	Target Spelling Word Bank: touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish	Target Spelling Word Bank: touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish
	Activities: Read the word. Write each word out, drawing long lines for the syllable breaks. Write each word out again, adding the sound buttons for each phoneme. Finally, rewrite the whole word.	Activities: Circle the word that is spelled correctly in each row, then complete the sentence activity	Activities: Write a sentence about the pictures below. Remember to include the word in your sentence. Then read the sentences and replace the underlined word with one of the blue words. Can you write a description of this picture?

English Writing

LINKED TEXT: UG – Stone Age Boy

By the end of the week I want the children to have: Made predictions about the story and understood the main events

Necessary Prior Learning and Key Vocabulary (for pre-teaching): predict, evidence, story, speech, comic strip, contractions, apostrophe, contraction, informal, speaking

LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
To create a story map	- I can identify the main events in the story. - I can put the events in the correct order. - I can use pictures and symbols to represent each event. - I can use my story map to retell the story.	Think Back Task- (Recap (2 minutes)) – You do	Think Back Task: Create a Story Map Pupils to think back to our last POR book. Create a story map to show the important parts of the story and help someone else remember what happens. Write down: The title of the story The main characters Where the story takes place (the setting)
		Starter / Introduction (10 minutes)- I do	Share picture of the main events of the story. Pupils to work with a partner to put the main events of the story in the correct order and answer these questions: Who is the main character? What is Ug trying to do? What problem does Ug face?

			What are the most important moments in the story?	
		Modelling and Explanation (15 minutes)- I do/We do	Build the story map together - Teacher draws the map while pupils contribute:	
			What picture should we draw?	
			What key words should we write?	
			Where should our arrow go next?	
		Why is this event important?		
		Guided Practice (20 minutes)- We do- You do	In pairs, pupils to check the story map	
			Ask pupils:	
			✔ Have we included the beginning, middle and end?	
			✔ Are our events in the correct order?	
✔ Have we only included the most important events?				
✔ Would someone who has not read the story understand what happens?				
Independent Writing (20-25 minutes)- You do- We do				
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH What is the expected outcome/ what resources will be needed? (INCLUDE NAMED CHILDREN)		Core Task		
SUPPORT	GDS CHALLENGE	Pupils to Create a story map showing the key events in Ug.		
Pupils to create a story board showing the main events in Ug.	Pupils to create a detailed story map that shows how the story changes from beginning to end.			
Include images for out of band support				
Review and Feedback (10-15 minutes)		Compare with partner – have you got the correct events in the correct order?		
Plenary / Next Steps (5-10 minutes)		What are the key parts of the story that we recognised – discuss why these are important.		

LEARNING OBJECTIVE	SUCCESS CRITERIA <i>(What will you be assessing through the lesson?)</i>	LEARNING SEQUENCE <i>(INCLUDE ADULT SUPPORT)</i>	
To use apostrophes for contraction	- I can identify contractions in a sentence. - I can explain that an apostrophe shows where letters have been left out. - I can use apostrophes correctly to make contractions. - I can use contractions accurately in my own writing.	Think Back Task- (Recap (2 minutes)) – You do	Put these words into a sentence: Im don’t hasn’t hes (without apostrophies)
		Starter / Introduction (10 minutes)- I do	Key learning: Remember: A contraction is a shortened form of two words. An apostrophe shows where letters have been omitted. Discuss contractions and their use. Why do we need contractions? When are they used? Give some examples and explain, it’s when 2 words are put together and contracted with the omitted letter/s replaced by an apostrophe. They reflect how people talk and are used in informal writing. They usually omit 1 or 2 letters. Contractions that appear in story: it is it’s I am I’m he is he’s what is what’s that is that’s would not wouldn’t could not couldn’t do not don’t we are we’re we have we’ve he will he’ll you have you’ve are not aren’t was not wasn’t you are you’re was not wasn’t cannot can’t they are they’re
		Modelling and Explanation (15 minutes)- I do/We do	Using pages from the book get children being detectives. Can they identify contractions? Challenge to identify the 2 words that have been contracted? Work in pairs.
		Guided Practice (20 minutes)- We do- You do	Using pages from the book get children being detectives. Can they identify contractions? Challenge to identify the 2 words that have been contracted? Work in pairs
		Independent Writing (20-25 minutes)- You do- We do	
		SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH <i>What is the expected outcome/ what resources will be needed?</i> <i>(INCLUDE NAMED CHILDREN)</i>	
		SUPPORT	GDS CHALLENGE

		Children work with support of an adult to fold contractions and then work out where the apostrophe would go. Then Children write the two words, then the contraction accurately placing apostrophe correctly. I am I'm	Children write the two words and then the contraction placing apostrophe accurately. Then write good quality sentences based on the story using different contractions they have identified using CL and FS !	Pupils to edit the words and change them using a contraction in the right places. Complete the contractions below. I am → _____ we are → _____ cannot → _____ did not → _____ she is → _____ they are → _____ I will → _____ was not → _____ Can you turn these sentences into contractions? I am happy. → _____ We are going home. → _____ They are playing. → _____ She is my friend. → _____
		Review and Feedback (10-15 minutes)	Which ones did we find tricky? What has happened to the words?	
		Plenary / Next Steps (5-10 minutes)	How can we use this when we are writing? How can remember?	

LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
To make a list	- To identify differences - To use explanatory conjunctions correctly Vocabulary: List, bullet point, capital letter, full stop, explanatory conjunctions (but, so, because, however), anachronisms hunt, forage, Phrases: stone cold, stone dead, tough as old boots Possible Misconceptions: - Children unable to identify how it was different. - Children struggling to make connection with what Ugg says and how different. - Children do not realise Stone Age needs capital letters	Think Back Task- (Recap (2 minutes)) – You do	Look at this sentence: I need a pencil, ruler, rubber and glue. What could we do to make the list easier to read? ➡ Have a go! Turn the sentence into a list: I need: - Pupils to discuss with their partner what they would need.
		Starter / Introduction (10 minutes)- I do	Today we are going to think about how life was different in the Stone Age Specifically discuss ‘anachronism’ it’s meaning. Give children an example from the story. Explain how the author uses them. Can they give you one from the story? Encourage them to extend their ideas using however, but etc When the children are talking encourage answers in full sentences modelling back to child encouraging them to repeat correctly. In the story it says that..... however, /but.....didn’t exist in the Stone Age. What might be a good title for our list?
		Modelling and Explanation (15 minutes)- I do/We do	How Life was Different in the Stone Age Use children’s ideas to start compiling a list. Demonstrate, new idea, new line, using bullet points, placing them in the margin. Create an opening sentence. e.g. Life was very different in the Stone Age. Here are some ways it was different.
		Guided Practice (20 minutes)- We do- You do	Give some examples right and wrong and pupils to say whether correct or not.
		Independent Writing (20-25 minutes)- You do- We do	
		SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH What is the expected outcome/ what resources will be needed? (INCLUDE NAMED CHILDREN)	Core Task
		SUPPORT	GDS CHALLENGE
		Children use pictures from story to identify how life was different. Work with an adult to read anachronisms and say what they tell us.	Children are able to link the difference with what we use today. In the Iron Age they had dinosaurs but now they are extinct.

Pupils to create a list of how life was different in the Stone Age and add explanations.

			Today we have comfy beds but in the Stone Age they had stone beds or the hard floor.	
		Review and Feedback (10-15 minutes)	Pupils to swap with their partner and to check using the success criteria.	
		Plenary / Next Steps (5-10 minutes)	Have an example on the board – with errors and ask pupils to think and correct on whiteboards.	

LEARNING OBJECTIVE	SUCCESS CRITERIA <i>(What will you be assessing through the lesson?)</i>	LEARNING SEQUENCE <i>(INCLUDE ADULT SUPPORT)</i>	
To plan a diary entry	- To recognise different character's points of view - To empathise with character's points of view Vocabulary: Point of view, diary, informal style Granite, sandstone, gritty, hard, soft, floppy, disgusting Possible Misconceptions: Children understanding stone is hard but some are harder than others	Think Back Task- (Recap (2 minutes)) – You do	Spot the features Read the sentence and tick the features you can spot: Dear Diary, Today was an amazing day! I went to the park with my friends. We played football and I felt really happy. I hope we can go again tomorrow! ☐ Date ☐ First person (I, me, my) ☐ Feelings and opinions ☐ Events from the day ☐ Questions and exclamations ☐ A greeting
		Starter / Introduction (10 minutes)- I do	Look at pages where Ugg talks about wanting new trousers Why does he want different trousers? Children talk with partners and then come together to share What is wrong with his and what he wants. Explain this is Ugg's point of view. How does he feel? Do his parents agree with him or do they have another point of view? How do they feel about him nagging them?

		Modelling and Explanation (15 minutes)- I do/We do	What's the problem?	Ugg doesn't like his trousers and wants more comfortable ones	
			Ugg	Dad	Mum
			He thinks stone trousers are : Uncomfortable	Not happy Hand carved trousers out of sandstone for Ugg Feels disappointed, sad, put out	Mum thinks they should be hard, that they need to be Feels cross, no need for change
			Hard not soft and too cold	Dad's first pair of trousers were made of granite which was hard as iron and gritty Ugg's are soft sandstone	
			Don't stretch as you move He loves soft and warm! Feels: upset (no one listening to him) frustrated	Dad thinks fur would be floppy and disgusting Doesn't understand	
			Ugg's hope	I hope I can persuade them one day.	
			Guided Practice (20 minutes)- We do- You do	Hot seating – pupils to identify as one of the characters to help understand their points of view.	
		Independent Writing (20-25 minutes)- You do- We do			
		SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH <i>What is the expected outcome/ what resources will be needed?</i> (INCLUDE NAMED CHILDREN)		Core Task	
		SUPPORT	GDS CHALLENGE	Pupils to complete their own table for their plan.	
Could have typed facts that they have to decide who thinks that and stick in appropriate place in chart. Find other views of that fact and stick appropriately next to it in appropriate column with adult support.	Write a sentence recognising one of mum or dad's point of view using CL FS				
Review and Feedback (10-15 minutes)		Pupils to use the success criteria and check their work against it.			
Plenary / Next Steps (5-10 minutes)		Look again at the model plan, have we included all that we need to write our diary? What can our first sentence be?			

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 5	Day 2 lesson 7 (no 6)	Day 3 lesson 8	Day 4 lesson 9
Learning Objective	Comparing numbers within 100	Consolidating number bonds to 20	Applying number bonds within ten to add and subtract	Applying number bonds within 20 to add and subtract
Lesson Overview	Pupils apply their understanding of place value to compare numbers using a number line and a bead string.	Pupils use part-whole language to describe and investigate number bond patterns.	Pupils will apply number bonds to add and subtract with no regrouping.	Pupils apply number bonds to add and subtract when regrouping is required.
Key Vocabulary	Compare, order, equal to, greater than, less than, greatest, least	Calculation strategy, number bonds, partition, part/whole	Partition, inverse, minus, subtract, add, calculation strategy	Re-group, make 10, partition, number bond, add, plus, subtract, minus
Hinge Point Question				

Adaptations to Independent Activity- You do- We do

	Core Task	Pupils play the competitive version of the game. Explain that you are awarding bonus points for using the language of place value and comparison in sentences. Pupils must use a number line or bead string to demonstrate and explain their work is correct. Pupils may work on whiteboards or in workbooks.	Pupils will use Cuisenaire rods/strips to create number bond step patterns for a set of four, five or six consecutive numbers	Pupils are required to identify the number bonds that can be used to solve the 2-digit calculations. They must then write a new calculation that makes use of one of these facts.	Pupils then solve the given addition and subtraction calculations using at least two different strategies and showing them on an empty number line.
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH <i>What is the expected outcome/</i>	SUPPORT	Some children could compare numbers from a grid where they are represented using numerals, Dienes or bead strings.	- The consecutive numbers for a pupil dependent on individual need to consolidate (AfL). - Some pupils may benefit from a blank step pattern sheet to scaffold.	Provide a scaffolded Task Sheet to support pupils by completing the initial calculations.	Some pupils may need to compare fewer methods and begin with the 'Make ten' strategy.

<i>what resources will be needed?</i>	GDS CHALLENGE	Try the game with five circles, to increase challenge.	If secure with all number bonds to 20, pupils can investigate consecutive numbers 16–19		Some pupils could show all four different strategies like the given example.
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Science	Computing	PSHE
LI: Learning about the nutrition in the food we eat LI: Using straightforward scientific evidence to answer questions or to support their findings Assessment focus: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Recap: Recap on the 5 key food groups from the previous lesson and ask the children to name foods that belong to each group. Introduction: teach the children about how food labels show the nutrients in foods. Activity: Provide the children with a range of food packets. Ask them to look at the nutrition labels and decide if the product is suitable as a healthy choice or an occasional treat. They must then identify which ingredients or food group makes it healthy or unhealthy.	LI: To understand and respond to an email. Assessment focus: I can understand what an email is and when it might be used. Recap: How to use the internet safely and how people communicate to each other. Introduction: Understand what an email is and how it is used. Activity: Pupils to reply to an email sent to them.	LI: Our nightmare school Assessment focus: Recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions Key Vocabulary: calm, emotions, worries, lessons, relax Introduction: One child in each pair picks out a card. In the pair they discuss how they will mime the feeling to the rest of the circle. In turn, each pair mimes their feeling for the rest of the class to guess. Activity: children to draw their nightmare school adding a few words to explain if necessary.
History	DT	Religious Education
LI: How long ago did prehistoric man live? Assessment focus: I know that the prehistoric period began millions of years ago. Recap: The words ‘before’ and ‘after’ can be used to talk about events on timelines.	LI: To explain the benefits of seasonal foods. Assessment focus: Match fruits and vegetables with the season in which they grow in the UK. Recap: What is climate?	LI: To consider what makes humans special by exploring beliefs about the soul. Assessment focus: Use drawings to express ideas about what the soul might be like. Recap: What is the symbol? Where do many Humanists believe humans come from?

Introduction: Prehistory is the name historians give to the period for which there are no written records or accounts. Activity: To recognise the chronology and significance of prehistory.	Introduction: The importance of consuming foods that are in season, highlighting how this can reduce negative environmental effects and support local farmers. Activity: use the resource as a reference and draw and label foods found during each season in the UK in the correct area of the wheel.	Introduction: The meaning of identify Activity: Children to draw what the inner self or soul might look like or how they think it could be represented visually.
PE Reminder: Earrings and other jewellery are not to be worn in school	PE Reminder: Earrings and other jewellery are not to be worn in school	Recorder Lessons
LI: To understand the role of an attacker when in possession. Skills being focused on: To run, pass, dribble safely and effectively Warm Up: Pupils to move and stop when told to. Pupils can vary their movement. Skill Development: Pupils to try and get the ball into different size' goals.	LI: To understand the role of an attacker when in possession. Skills being focused on: explore a range of passes for different situations Warm Up: sneeze and freeze - landing with balance Skill Development: Footwork and passing	