Weekly Overview

Alexandra Primary School
Aspire, Perform, Succeed

Year Group: 3 Week beginning: 5th October 2026

Every Monday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. Homework will be set on Monday and will be expected to be completed by the Friday of that week. If you have any questions about the homework, please email year3@alexandra.hounslow.sch.uk

English:	**Stories with issues and dilemmas**			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
LI: To develop a plot.	**LI: To identify and write noun phrases**	**LI: To use and punctuate adverbial phrases**	**LI: To plan an adventure story (Hot Write plan)**	**To compose an adventure story (Beginning)**
Key Vocabulary: Events, substitution, structure, purpose, audience, sequence, suspense, engage, ***Key Questions:*** What makes a good plot? Think back to when we identified the features of a 'portal story'/ 'adventure story'. What were the plot features? Why is it important that the plot generates questions from the reader but then answers them all by the end? When authors 'magpie' ideas from other authors, why is it important that they adapt when they adopt? How important is causation in a plot or is it ok for things to happen 'suddenly'? How do skilled authors 'drip-feed' clues to the reader slowly? What impact does this have?	***Key Vocabulary:*** *Determiner, noun, adjective, noun phrases, expanded noun phrase, describe* ***Key Questions:*** *What is a noun?* *What function does an adjective have?* *What is the difference between a clause and a phrase?* *Does a noun phrase need a determiner/ article?* *What must be added to a noun phrase to create an expanded noun phrase?* *What noun phrases can be found in our class text?* *What effect would using noun phrases have on the reader?* *Why might an author choose to use noun phrases to describe instead of other figurative language?*	***Key Vocabulary:*** *adverb, verb, phrase, adverbial, comma, fronted, preposition, manner, degree, cause/ effect.* ***Key Questions:*** *What do adverbs do?* *How might adverbs be modified to become part of a phrase?* *Can adverbial phrases be used as openers?* *How are fronted adverbials punctuated?*	***Key Vocabulary:*** *setting, characters, details, introduction, build- up, climax, resolution, ending, events,* ***Key Questions:*** *What makes a good plot?* *How are writers inspired by other writers?* *What does substitution mean?* *How do we ensure a plot 'ties up all loose ends'?*	***Key Vocabulary:*** *description, openers, conjunctions, direct speech, paragraphs, plot, characters* ***Key Questions:*** *How do authors describe to the reader?* *What senses do authors focus on, when describing?* *What is figurative language?* *How can adjectives and adverbs be converted to similes?*
Starter With their partner, children look at their boxing-up grid, with the story pattern inserted. Using a highlighter, identify the details that we will need to change/ substitute, in order to plan our own stories using the story pattern (names of people, portal, landscapes/ settings, and the nature of the quest). **Watch me:** Model using the context information from yesterday to substitute key details from the story. Teacher to do this for the introduction. **Help me:** Teacher and children will repeat the strategies, applying on the build-up. **Show me:** On their whiteboards, children independently share their ideas for the climax.	**Starter** **Search and find game: noun phrases** Children search in the picture to find the people described by noun phrases. **Watch me:** Explain to the children what noun phrases are and how expanded noun phrases can be constructed. Use colourful semantics to model what the 'writing frame' for an expanded noun phrase should look like: 'Determiner, adjective noun, with adjective noun' **Help me:** Select the appropriate adjectives to describe the noun. **Show me**: Use the picture to write an expanded noun phrase about the highlighted noun. Children choose appropriate words from the word bank and the 'colourful semantics' frame to help.	**Starter:** Children to match the word class with its function. **Watch me:** Show how adverbs can be used as sentence openers (both as a word and as part of a phrase). These are called 'fronted adverbials and must be followed by a comma. **Help me:** Complete the sentence with an appropriate fronted adverbial, with a comma. **Show me:** Children have a go at writing an adverb as part of a phrase. Then complete the sentence using this phrase at the front of the sentence, punctuated with a comma.	**Starter** Partner discussion: What makes a good plot? **Watch me:** Refer to the working wall and the writer's toolkit we have built during these past few weeks. Remind children how we can create a new plot by substituting key details from the story pattern, on the boxing up grid. Teacher to do this for the introduction. **Help me:** Children look at the story pattern on their individual boxing-up grids and highlight the details they will need to create a new plot. **Show me:** Children turn to their partner and share their ideas: What is their character called? What is the portal to the past? Who is the stone-age character that the MC meets?	**Starter**: Odd one out: Which of the following features does not belong in this genre (portal/ adventure)? Children discuss with their partner and then, feedback their ideas to the class. **Watch me:** Use the starter activity as a prompt to invite children to bring out their toolkits for this genre. What things have we learned over these past few weeks would they like to add to their toolkit? Teacher to remind children of the plot, language and structure features of the genre. **Help me:** Using one of the children's boxing up plan from Thursday's lesson, model annotating it with linking language (conjunctions and adverbials) **Show me:** Look back at the 'setting description' you completed on Tuesday. How can we incorporate the figurative language we created into our writing?

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Main Task: Children complete the substitution process for the remaining sections of the story, using the strategies developed in today's lesson. Teacher to work with red group to produce a shared write. **Challenge:** Inside line drawings, develop the information they need for their new characters e.g. names, what their personalities and physicalities are like, what their back stories are etc.	**Task 1:** Children scan 'Stone Age Boy', recording all the noun phrases they find. **Task 2:** Using the 'colourful semantics' frame, children use the pictures from the book to complete the expanded noun phrases about the characters/ objects	**Main task** Children complete the differentiated tasks from the worksheets. **Extension:** Using the picture as a stimulus, children write sentences with appropriate fronted adverbs/ adverbial phrases, punctuated correctly.	**Main Task:** Children complete the substitution process for each section of their new story, using the strategies developed in this unit. Teacher to work with red group to produce a scaffolded (but more independent) write. **Challenge**: Inside line drawings, develop the information they need for their new characters	**Main task:** Children use the images, vocabulary generated in today's lesson and their toolkits to write the **beginning and build up** to their story, following the boxing up plan they created, yesterday **Mini plenary:** Children swap books with their partner after every two paragraphs. Reading their partner's story, they verbally give their partner 3 stars and a wish. Children then use a purple pen to edit their work accordingly.

This week's reading focus: Reading Strategy 5- Monitoring Comprehension

Monday	Tuesday	Wednesday	Thursday	Friday
To identify when a text doesn't make sense	To form questions about a text	To recognise inconsistencies within a text	To identify common barriers to comprehension	To evaluate the impact of the inconsistency on the purpose for reading
Starter: Identify what doesn't make sense in the given image. How do we know it doesn't make sense? Main task: Children will read through and annotate a nonsense poem, marking sections they understand and don't understand.	Starter: Recap prior learning. How do we know when we don't understand? Main task: Children will read an excerpt, and identify sections or words they are confused about. They will then work together, and use the surrounding context to help them identify the meaning of words and phrases.	Starter: Recap prior learning. How do we know when we don't understand? Main task: What is an inconsistency? How do we know when an author is inconsistent? In pairs, students will create a checklist for inconsistency and unfamiliar ideas in a text.	Starter: Recap prior learning. How do we know when we don't understand? Main task: Utilise the techniques we have practised in our own reading. When do we need to ask further questions about a text?	Starter: Recap prior learning. How do we know when we don't understand? Main task: Children will replace missing words in a text, and compare their results. Do the texts still have the same meaning? What impact could it have on our understanding if we don't understand a word or concept?

Handwriting	Spelling and dictation	Word of the day
To form and join the letters: 'sh', 'es'	**To explore words with the /sh/ sound, spelt 'ch'**	**Monday: remains** **Tuesday: domestication** **Wednesday: husbandry** **Thursday: neolithic** **Friday: resin** Children explore the meaning of the words, use them in sentences and complete a 'word wizard' activity for their favourite one. *Across the half term, each child presents their favourite 'word of the day' to the class through games such as hangman.
Introduction: Children will do the 'ready to write' exercises to warm-up and stretch the muscles they will use for writing. **Watch me**: practise forming repeated patterns that develop the hand motion needed for this formation. Children copy this in the form of a repeating pattern of joined vertical and horizontal strokes- (a tracing option provided for those who need it). ***Help me/ Show me:*** *We will then learn how to form groups of letters, requiring this join, The teacher will model this, and children will trace/ copy: as, es, she* ***Main task:*** *Children practice this formation in the context of the following words:* she, ships, shoe, past, pest, share, codes, message, was	1. Write this week's spelling words into the diary 2. Find out what the words mean and use the knowledge to complete the activity: **chef, chalet, machine, brochure, parachute, champagne, chute, moustache, quiche, crochet**	

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	To add and subtract 100s.	**To spot patterns.**	**To add 1s across a Tens.**	**To add 10s across Hundreds.**	**To subtract 1s across a Tens.**
Key vocabulary and key questions	**Key Vocab:** Addition, subtraction, ones, tens, hundreds **Key Questions:** What are the Steps for solving an additional equation? What are the Steps for solving a subtraction equation?	**Key Vocab:** Addition, subtraction, ones, tens, hundreds **Key Questions:** What do you notice about the equations given? What happens to each column when you add another H, T and O?	**Key Vocab:** Addition, subtraction, ones, tens, hundreds, number bonds **Key Questions:** How can we use our number bonds to help us? What mistakes can you spot? How can we solve them?	**Key Vocab:** Addition, subtraction, ones, tens, hundreds **Key Questions:** How can we use number bonds to solve this equation? How did we solve this? Why did we do this step?	**Key Vocab:** Addition, subtraction, ones, tens, hundreds **Key Questions:** How many pencils will be left? How would we solve this?
Introduction and learning	Discuss the steps for solving an additional equation, then solve the equation together as a class, discussing the steps as you go. Discusses the steps for subtracting and working together using the visuals given. Provide children opportunities to solve equations independently and use this to spot misconceptions and address. Children use part whole models to solve addition and subtraction equations.	Children to solve the equations on the board and then discuss the patterns that they have noticed. Discuss the issue with Ron about adding one H, T and O to each column on a place value grid. Discuss the input machine and what has happened to each number and then solve what the input machine's function was.	Show children an equation of adding ones to a 2-digit number, discuss how to partition the ones into a number that creates a bond to 10. Repeat the process but use a 3-digit number to solve the equation.	Display the visuals of the equation and discuss how we can use knowledge of bonds to solve the addition. Silent teacher - show children how to solve an addition using the column method. Provide children another equation to independently solve. Children use knowledge of addition to solve the missing numbers.	Show children a visual of a group of pencils, get them to solve the subtraction being asked - discuss misconceptions. Discuss regrouping and why we need to regroup by using the visuals on display - solve the corresponding subtraction equation. Children can solve a subtraction equation independently - identify and discuss misconceptions.
Activities and application of learning	**T1:** Children to solve standard equations. **T2:** Children use knowledge of solving equations to find the missing numbers. **T3:** Children solve word problems using skills learnt.	**T1:** Children solve the equations using the patterns spotted to assist them. **T2:** Children solve a range of equations. **T3:** Children solve reasoning problems.	**T1:** Children use the visuals to solve the adding equations. **T2:** Children solve the adding equations using bonds to support. **T3:** Children	**T1:** Children use their knowledge of Bonds to solve missing number equations. **T2:** Children use chosen methods to solve addition equations. **T3:** Children solve reasoning problems.	**T1:** Children solve the simple equations using bonds to assist them. **T2:** Children to solve the equations involving regrouping. **T3:** Children solve reasoning problems.

Please continue logging into Times-table Rockstars regularly.

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Spanish

LI: To recognise and pronounce the first 5 sounds: 'B', 'V', 'CC', 'QU' and 'Z'

Starter:
Children will recap sounds from last lesson, and practise the Spanish alphabet again.
Main task:
Children will practise their new sounds. They will practise identifying sounds and using phonetic spelling to help them write unfamiliar words.

Reading- 20 minutes daily

Read every day for at least 20 minutes. Over the week, aim to read different text genres such as a biography, classic novel, adventure story, poems, newspaper or cultural story.
- Additional reading resources can be found in Reading Plus, Bug Club and Collins Big Cat books.
-Remember to record what you have read in your diary, and get the adult you have read with to sign it.
Challenge: Write a piece of 'fan fiction'. Think about what happens after the story ends. Write the next chapter.

Science

To investigate rock formations.
Children will be recreating different rock formations when learning about how sedimentary, metamorphic and igneous rocks are made.
Children will be making rock formations using starburst to represent the rocks.

Art

LI: To experiment and create different effects, colours and textures.
In this lesson the children will be applying paint and textures just like how they did in the Stone Age. We will explore the playground for real materials such as leaves and mud, mix them with coconut oil to create our own natural paint. We will then apply the paint into our sketch books by using our fingers or sticks to replicate the resources used during Stone Age period.

PE

Outdoor PE - Fundamentals
L.I: To develop technique and control when jumping, hopping and landing.
Hopscotch - throw bean bag to 1. They jump over one and continue to 10. Then repeat with 2, 3, 4 etc.
Indoor PE – Dance - A Trip to... Stone Age
L.I: To remember, repeat and create actions to represent an idea.
For this lesson, children will be learning and practising moving with clear confident actions. Using counts of 8 to help them stay in time with each other and with the music. They will also work with their partner to share ideas and mirror.

PSHE

LI: I can tell you some strategies I have for managing disappointment.
Children will be looking at the focal text for this topic ' on a magical do nothing day'. They will discuss what disappointments the character has faced during the story and how she dealt with them. They will then link that to their personal experiences and think of times they may have felt disappointed and what helped them overcome it. Collectively, the class will think of strategies to support them in over coming any disappointments they may face.

RE

LI: To present own and others' views to answer the enquiry question, "What makes us human?".
In this lesson the children will be discussing the different worldviews people and different religions have about our focus questions ' What makes us human?' They will then think about whether they agree with each of the views and why they agree with some more than others. For their task, the children will think about what they think makes us human and decorate a book cover to establish their thoughts. They will use the discussions from earlier in the lesson to support their design.

History

LI: To describe everyday life in the time being studied.
Children will be learning about the different ways that food options developed during the Stone Age.
They will be looking at the differences between the Mesolithic and Palaeolithic times. Also, they will be studying the reasons why Stone Henge was being constructed.
Children will then record these differences in their history books.

Computing

LI: To understand how the internet works and explain a website's journey.
Starter:
Recap prior learning about networks
Main task:
Create a diagram showing how a file moves across the internet.

Music

L.I: To be able to improvise using given notes
Children have been learning new chords in ukulele. They will continue to develop their understanding of the instrument and how to play different chords.

Homework

Homework is set on a Tuesday and uploaded to Google Classroom and the APS website. It is expected to be returned by the following Monday.

Reading. Read for at least 20 minutes every day. Record what you have read in your Pupil Planner reading log.

Writer's toolbox: Get creative year 3! There is a photo prompt of a snowy cabin. Your task is to write anything you wish about this cabin! Maybe you write a story where your characters visit them cabin! Maybe you write a setting description, so your reader knows where they are! Maybe you write a poem about the cabin. We are looking forward to reading where your writing takes you!

Times Tables Rockstars: Rock Stars Battle of Year 3
Complete your Soundchecks and activities to earn points for your class. There is one battle a week. The battles start Tuesdays 4pm and finish the following Monday at 6pm.