Weekly Overview

Alexandra Primary School
Aspire, Perform, Succeed

Year Group: 3 **Week beginning: 14th September 2026.**

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English:	**Performance Poetry**			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
LI: To explore the author's use of language	**LI: To identify the features of a text**	**LI: To modify a root word by adding a suffix**	**LI: To compose a text using appropriate style and structure (shared Write)**	**LI: To perform a poem**
Key Vocabulary: vocabulary, definition, inference, clues, connections, existing knowledge, deduce **Key Questions:** How do we deduce the meaning of words from a text? How does our existing knowledge play a part in this activity? What different ways might a vocabulary question be asked?	**Key Vocabulary:** language, lines, verses, rhythm, rhyme, topic, alliteration, punchline **Key Questions:** What is a limerick? What is the purpose of a limerick? How is a limerick structured? What features does it have? How does a limerick differ from other narrative poems?	**Key Vocabulary:** Root word, suffix, past tense, abstract noun, plural **Key Questions:** What is a suffix? How can its use modify a verb? What rules should be followed for using a suffix? What different suffixes are there? Can all nouns be modified by a suffix?	**Key Vocabulary:** syllables, lines, purpose, rhyme, rhythm, pattern, theme, topic, style **Key Questions:** How are poems structured? Using what we know, from the stone-age poems we have read, what sort of a template should we use to draft our new poem? Why might we need to edit and change the word order of certain lines?	**Key Vocabulary:** performance, entertainment, intonation, volume, action, recite, recall, audience. **Key Questions:** What makes a good poetry performance? How can voice and intonation be used to emphasise certain aspects of a poem e.g. rhyme and rhythm? How could probs be used to make a poetry recital even more engaging?
Watch me/ help me/ show me: The teacher will model different types of vocab questions and explore shades of meaning, using words and images from the class text. Children come up with synonyms for the words explored so far, using images to give context'. **Mini task**: Children verbalise use of the words on the board, in a sentence with actions (photos to be taken to stick into books)	**Watch me:** The teacher will share the poem with children and text mark the features, using the key. **Help me:** Identify the rhyming words and rhyming scheme. **Show me**: What examples of poetry features can you recall that other poems have but this one does not?	**Watch me**: Explain what a root word is and how the meaning of a root word can be adapted by adding a prefix or a suffix (revise these terms if needed). Model how different suffixes do different things e.g. Change a verb to past tense Change a verb to an abstract noun Demonstrate plurals **Help me**: Identify the words in the poem 'The Quarry' that have been modified using a suffix **Show me:** Match the root word to the correct suffix.	**Watch me:** Model to the class, how to create a frame for this type of poem. What ideas can we 'magpie' from the original poem? **Help me:** The Original poem was about a mammoth being hunted by stone-age men. What theme could our new poem have? Together, build a word bank **Show me:** Focus on description: prepositional phrases, similes, abstract nouns.	**Watch me** Create a success criterion for a good poetry performance: ● Clear ● Good intonation ● actions/ gesture ● props ● vocal inflection to emphasise the rhyme pattern and rhythm. **Help me/Show me:** Children come up with appropriate actions for the underlined verbs in the poems.
Main task: Children read the text and complete the vocabulary worksheet.	**Main task:** Children re-read the model text and use the key to text mark the features.	**Main task**: Using the knowledge acquired in today's lesson, children complete the tasks: Close procedure Matching reverting	**Main task:** Using the word banks and the template derived in today's lesson, together, write our own new stone-age poem.	**Main task:** Children prepare a performance of our new poem, using the success criteria and the skills developed across the week. Children then perform their poem to the class.

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This week's reading focus: Reading Strategy 2-Making predictions				
To use prior knowledge to form predictions/ speculations	**To form questions about a text**	**To identify key information in a text**	**To identify the causal links between events in a text**	**To select and combine information from different sources.**
Children look at a picture from the front cover of a text or from the content itself. What questions do we have? What connections can we make? Putting our clues together, what do we think is happening in this picture? What do we think this text will be about?	Children become detectives and begin to raise questions about a picture from a text and then repeat the same with a short excerpt from a text. Key information is highlighted and the plot of the excerpt is focused upon. Children have a text excerpt that they annotate with questions arising from what they read.	Children identify and highlight the key information/theme/ events from a picture from a text. This leads into a short excerpt from a text. There are some multiple choice and true and false questions to test understanding.	Children look at pictorial events and identify what could have caused the event and what happened in the event. This leads to written scenarios, where the children discuss as teams and show their thoughts on a whiteboard.	Children complete a comprehension set of questions from a provided set of paragraphs. The questions are a range of structures and are an application of skills from this week's, prediction-based learning.

Handwriting	Spelling and dictation	Word of the day
To form and join the letters: u, t	**To explore words with the long /a/ vowel sound spelt 'ei'**	
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:* ut, ute ***Main task:*** *Children practise this formation in the context of the following words:* cut, cute, parachute, but, nut, hut, route	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: **vein, neighbour, weigh, eight, they, obey, grey, reindeer, beige, veil**	**Monday:** Aeon **Tuesday:** Palaeolithic **Wednesday:** Primitive **Thursday:** Hunter **Friday:** Gatherer 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.

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To recognise hundreds.	**LI: To represent numbers to 1000.**	**LI: To partition numbers to 1000.**	**LI: To partition numbers to 1000.**	**LI: To identify Hundreds, Tens and Ones.**
Key vocabulary and key questions	**Key Vocabulary:** Partitioning Ones/Tens/Hundreds **Key Questions:** What does partition mean? How do we represent Ones/Tens? How could we represent hundreds? How do you know it's 100?	**Key Vocabulary:** partitioning Ones/Tens/Hundreds/Thousands **Key Questions** How do we make 1000? Which number is missing? How do you know?	**Key Vocabulary:** partitioning Ones/Tens/Hundreds/Thousands **Key Questions** What does partition mean? How do we make 1000? Which number is missing? How do you know?	**Key Vocabulary:** partitioning Ones/Tens/Hundreds/Thousands **Key Questions** What does partition mean? How do we make 1000? Which number is missing? How do you know?	**Key Vocabulary:** partitioning Ones/Tens/Hundreds/Thousands **Key Questions** What does partition mean? How do we make 1000? Which number is missing? How do you know?
Introduction and learning	Children watch video to help with counting in hundreds: https://www.youtube.com/watch?v=l3R6wdHs9n8&ab_channel=ScratchGarden Discuss what hundreds look like and how we can make 100. Link to 10x tables. Show different representations of numbers, discuss which shows 100 - how do they know? Show different visuals and children identify what number is shown and how they know.	Discuss with class how 1000 is made using Ones, Tens and Hundreds. Children watch video to help with counting in hundreds: https://www.youtube.com/watch?v=l3R6wdHs9n8&ab_channel=ScratchGarden Demonstrate counting the Ones, Tens and Hundreds to create a number using visuals. Children independently count the visuals to create a number. Repeat process. Discuss misconception (miscounting) Discuss the number shown and what visual missing to create said number.	Children shown 3 different numbers with the number 6 in different place value locations - discuss what each 6 represents. Display a hundreds number - children to complete the stem sentence by identifying the hundreds, tens and ones. Repeat and discuss misconceptions. Show children a part whole model - discuss what mistake has been made and how to fix it.	Display a part whole model to children, they complete the equation provided by partitioning the number. Children partition another hundreds number and then demonstrate how to partition in a different combination. Children discuss the statements being provided to decide which person is correct using their knowledge of partitioning hundreds numbers to support.	Display a part whole model to children, they complete the equation provided by partitioning the number. Children partition another hundreds number and then demonstrate how to partition in a different combination. Compare and contrast the different representations the children have just seen. Display a mixture of place value counters, they create the number and the matching addition equations.
Activities	**T1:** Children use the visuals to decipher what number is being shown. **T2:** Children solve some word problems explaining what they know about 100s. **T3:** Children solve reasoning problems using their knowledge of making 100s to support.	**T1:** Children use the visuals to decipher what number is being displayed. **T2:** Children create visuals to represent the numbers provided. **T3:** Children solve reasoning problems by identifying the missing part of a number.	**T1:** Children to complete the stem sentences for the numbers displayed. **T2:** Children complete the missing number equations using their knowledge of hundreds. **T3:** Children solve reasoning problems about partitioning hundreds of numbers.	**T1:** Using dice, children create 3 digit numbers and demonstrate how they can partition these. **T2:** Children explain the true or false question provided.	**T1:** Children use place value counters to determine which numbers. **T2:** Children partition numbers using place value counters. **T3:** Children solve reasoning problems using place value counters.

Please continue logging into writer's toolbox and Times-table Rockstars regularly.

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Spanish	Music	Science	PE	Music
La Fonética (Phonetics & Pronunciation) The aim of this unit is to look at a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and also be able to read with improved accuracy in Spanish. In this lesson, we will look at the first 5 Spanish sounds out of a total of 20 in the whole unit. These sounds are: 'CH', 'J', 'Ñ', 'LL' and 'RR'.	**L.I: To identify new chords when playing an instrument.** Children will be introduced to playing the ukulele. They will shown how to hold the instrument appropriately and introduced to their first chords. **Main**: Children are given the chance to investigate their new instruments and begin learning new chords.	**LI: To investigate properties of rocks.** Children will be learning about different rocks and how they are used around the world for different jobs. **Task:** Children will be split into 2 groups; one group will be investigating scratchproof rocks, and the other group will investigate waterproof rocks. Once complete the groups will swap over.	**Outdoor (Striking and Fielding)** **LI: To apply the bowling action and rules of bowling into game situations** **Main Task:** Game of 6 (1 bowler, 1 batter, 3 fielders, 1 umpire) with points awarded for bowling as well as batting. **Indoor (Fundamentals Skills)** **LI: To apply the skill of balancing and recognise the importance in various activities.** **Main Task:** Children compete in small events that require balance and control to succeed. They compete against themselves and another pair/teacher.	**L.I: To identify new chords when playing an instrument.** Children will be introduced to playing the ukulele. They will shown how to hold the instrument appropriately and introduced to their first chords. **Main**: Children are given the chance to investigate their new instruments and begin learning new chords.
PSHE	**Topic**	**Art**	**R.E**	**Computing**
LI: To know how to make others feel valued **L.I: To realise that every child has Rights** **Help me/Show Me:** Children sort the Rights that they believe are important in a school setting. **Main Task:** The class Vote on the 5 most relevant Rights to them and the class. These will be the Rights that will create the Class Charter.	**To identify differences between time periods and how change occurred.** The children will be looking at images of artefacts that have been discovered from the Stone Age. They will discuss what each object may be used for and why they were used. The children will then talk about some of the changes that occurred between the Palaeolithic era and Mesolithic era. timeline? **Main task:** The children will be looking at images between the Palaeolithic and Mesolithic periods and identifying the differences between them. They will be then thinking about what might cause these changes.	**LI: To explore the work historical artists and identify the significance of their work** **LI: To use a sketchbook to record explorations and experimentations with artistic ideas** Children are introduced to cave art and reflect upon the purpose of the drawings, and what materials might have been used to create them. **Main task:** children select a drawing they connected with most. Developing their sense of proportion in drawing, children replicate their selected cave-drawing.	**LI: To consider what makes humans special by exploring beliefs about the soul.** Children will be learning about different people's beliefs about souls and inner self. They will discuss different thoughts and beliefs from different people about what the soul will look like. They will then create an image of their own belief about the soul.	**LI: To recognise what a network is.** Children will be introduced to the term network and the different forms it may come in. They will be able to identify different forms of network, how they function and recognise wired and wireless examples of network. **Task:** Children will be making a network map of the school.

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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.

Writers toolbox. Start your learning journey- This week, we would like you to complete the simple sentence module in Section 1 Lost at Sea.

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.