Alexandra Primary School

Aspire, Perform, Succeed

Weekly Overview

Year Group: 3 Week beginning: 21st September 2026.

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English:	**Adventure Stories- Stone Age Boy**				
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
	LI: To make predictions.	**LI: To write our own adventure story (cold write)**	**LI: To retell a story.**	**LI: To construct a story-map.**	**LI: To retrieve information from a text to answer questions**
Key Vocabulary and Key Questions	***Key Vocabulary:*** ***Predict, guess, justify*** ***Key Questions:*** ● *What does prediction mean?* ● *Where do you find the blurb?* ● *What do you think will happen in the story?* ● *What do you notice about the differences in the two children?* ● *Where do you think they are and why?* ● *What might the children have just seen?*	***Key Vocabulary:*** ***Predict, guess, justify*** ***Key Questions:*** ● *When is the story set? How do you know?* ● *Who are they? How did the characters get here?* ● *What is happening in the image? What did the children see?* ● *What will happen next? Where will they go? How will the story finish?*	***Key Vocabulary:*** ***Predict, guess, justify*** ***Key Questions:*** ● *What do we need to do to become good listeners?* ● *What does _____ mean?*	***Key Vocabulary:*** ***Main features, main characters, beginning, adjectives, adverbs, conjunctions*** ***Key Questions:*** ● *How did the boy feel when he woke up? Why?* ● *Who can remember what happens at the beginning/middle/end of the story?* ● *Can we re-order the story map?*	***Key Vocabulary:*** ***skim, scan, importance, isolate, retrieve, copy, match, circle, underline*** ***Key Questions:*** ● *What does retrieve mean?* ● *What strategies do we use, when we retrieve information from a text?* ● *How can we isolate the important information from that which is not?* ● *How do skimming and scanning help us to do that?*
Introduction	Discuss with the class about what the term prediction means and feedback. Together as a class read the blurb of the story and discuss what they think will happen next – take feedback from the class. Display the front cover and ask children to discuss with their partners the corresponding questions based on the front cover.	Discuss when the children think the story is set and how they know. Go through a story mountain and discuss the questions for the different sections of the story – generate ideas as a class and make notes on the display/whiteboard.	Discuss with the class about what a good listener looks like before announcing that we will now be reading Stone Age Boy. Begin reading the story – stop and discuss some unknown vocabulary with the class.	Discuss with the class about the feelings of the characters at a specific part of the story using the image provided. Children discuss in pairs what happens at the beginning of the story and then help the teacher re-order the images used. Children discuss in pairs what happens at the middle of the story and then help the teacher re-order the images used. Children discuss in pairs what happens at the end of the story and then help the teacher re-order the images used.	The teacher will explain that the strategy the children had used in the starter activity was 'scanning'. They had read the question and identified the important information (two animals), they then looked at the picture and scanned only for animals and counted them. To do this they had isolated animals from any other information in the picture. The teacher will explain that this is exactly what we do when we read a text and answer 'retrieval' style questions. Together, explore different types of retrieval questions (tick, circle, underline, find and copy). The teacher will model doing this, using the success criteria and children have a go, before doing their main activity.
Activities	**Task:** Children will stick in the front cover of the book and write down their predictions.	**Task:** Children will create the story of Stone Age boy based on their predictions and the front cover (independent).	**Task:** Children will be split into smaller groups and will act out the story – teacher to take photos for class book.	**Task:** Children will be creating a story map for Stone Age Boy. Once complete, children can begin adding their own adjectives, adverbs or conjunctions for the story.	**Task:** Children re-read 'Stone Age Boy' and use the inference skills developed in today's lesson to answer the questions.

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This week's reading focus: Reading Strategy 3- visualisation				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
To retell a story using images	To apply prior/ concept knowledge to visualise	To discuss words and phrases that capture the imagination	To explore figurative language and the effect it has on the reader	To explore methods for visualisation
Starter: Discuss the Reading Strategy for this week. **Watch me:** Children look at the pictures on the board and listen as the teacher retells it using images alone. **Help me:** the children continue the story to aid the teacher. **Show me:** children finish retelling the story to their table groups. **Main task:** children have images from a well-known story that they retell to a partner 1 image at a time by each child. Share as a class.	**Starter:** Retell a story based on pictures to recap the last lesson. **Watch me:** From an image from an adventure story, make connections using concept knowledge. **Help me:** Children add their own connections to the image. **Show me:** Match a few descriptions to the images on the board. **Main task:** Using phrases from Stone Age Boy, children draw an image of what they read. They then look at the actual image from the book and see how well they visualised.	**Starter:** Place the words in order of power e.g. most descriptive. **Watch me:** Match the word or phrase that best suits the image on the board. **Help me:** Illustrate the image that comes to mind from a given phrase and highlight the words that aid most with this. **Show me:** Decide on the phrase/word that offers the best description for visualising. **Main task:** children act out and then draw out the image they visualise from a provided sentence. They highlight the words/phrases that helped capture their imagination.	**Starter:** Place the sentences in order of descriptive power. **Watch me:** Explore the term figurative language. **Help me:** Sort phrases into figurative and literal. **Show me:** Match the meanings game. **Main task:** Children receive well-known similes or metaphors. They match the language to the most appropriate meaning or image.	**Starter:** Children turn to their partner and recap the things a good reader does to visualise. **Main task:** Together, create an anchor chart (children create individual bookmarks) for visualisation.

Handwriting	Spelling and dictation	Word of the day
To form and join the letters: v,e	**To explore words with the /s/ sound spelt 'sc'**	**Monday: primitive** **Tuesday: Settler** **Wednesday: Mesolithic** **Thursday: Archaeology** **Friday: Chronology**
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: ve, vi* ***Main task:*** *Children practice this formation in the context of the following words:* very, wave, cave, save, waving, saving, caving, move, love	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: **science, scene, discipline, fascinate, crescent, fascination, scenery, ascend, descent, scissors**	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
	To find 1, 10 or 100 more or less.	**To find 1, 10 or 100 more or less.**	**To identify hundreds, tens and ones.**	**To estimate on a number line to 1000.**	**To compare numbers to 1000.**
Key vocabulary and key questions	**Key Vocabulary:** more than/ less than fewer/greater than **Key Questions:** What does fewer mean? What is more/less than ____? What number is this?	**Key Vocabulary:** more than/ less than fewer/greater than **Key Questions:** What does fewer mean? What is more/less than ____? What number is this?	**Key Vocabulary:** Intervals, hundreds, tens and ones, counting up/down. **Key Questions:** How many intervals are there? How can you find the intervals? What is the start/end point?	**Key Vocabulary:** Intervals, hundreds, tens and ones, counting up/down. **Key Questions:** How many intervals are there? How can you find the intervals? What is the start/end point?	**Key Vocabulary:** more than/less than greater than/fewer than **Key Questions:** Which number is larger? How do you know? Which number is fewer?
Introduction and learning	Display a number made from visuals of dienes blocks. Children explain how they know what number it is before demonstrating how to add 1, 10 and 100. Repeat the process using place value counters. Display a number made from visuals of dienes blocks. Children explain how they know what number it is before	Display a number made from visuals of dienes blocks. Children explain how they know what number it is before demonstrating how to add 1, 10 and 100. Demonstrate how to use dice to create a 3-digit number and then display adding and removing 1, 10 or 100.	Display a number line - discuss and explain how to find the missing numbers. Using the completed number line, children can discuss where the numbers should be placed - discuss how 50 will be in the middle of the hundreds. Children independently complete the number line displayed.	Show children a blank number line, they need to estimate which number is being selected and explain why they chose that number. Repeat process with larger numbers over 100. Show children a number line with no intervals marked out, children estimate where the number 30 belongs.	Show children two different amounts of pencils, they need to explain which has the fewest and how do they know. Repeat process - discuss any misconceptions that arise. Children use their place value knowledge to explain a reasoning problem.
Activities and application of learning	**T1:** Children complete what number it is and create more/less by 1, 10 and 100. **T2:** Children add or subtract the amount given from the 3-digit number. **T3:** Children to complete the table given using knowledge of more/less than.	Children will be creating their own 3-digit numbers and demonstrating their knowledge of 1, 10 or 100 more/less.	**T1:** Children to complete the missing numbers. **T2:** Children to locate the numbers using the number lines provided. **T3:** Children explain the issues presented with the number lines given.	**T1:** Children use the blank number lines to estimate location of the numbers. **T2:** Children explain the mistake made on the number line when estimating location. **T3:** Children compare methods for estimating numbers using a number line, explaining the best choice to make.	**T1:** Children make comparisons between the visuals shown to the children. **T2:** Children use the correct symbols to make the equations correct. **T3:** Children to solve word problems by making comparisons between the numbers.

Please continue logging into Times-table Rockstars regularly.

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Spanish

LI: To recognise and pronounce the first 5 sounds: 'CA', 'CE', 'CI', 'CO' and 'CU'.

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.

Science

LI: To explain how rocks are formed.
Children will be learning about the different types of rocks (igneous, sedimentary and metamorphic) and how each one of these are formed.

Task: Children will create a cycle of the different rock formations and will explain how each one is formed.

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.

PE

Indoor (Dance) LI: To create actions to move in contact with a partner or interact with a partner.
Main Task:
This week, the children in pairs, will be exploring actions to create movement in contact with or interacting with each other.

Outdoor (Fundamentals Skills)
L.I: To understand how to change speed and be able to demonstrate good technique when running at different speeds
Main Task: 1) Investigate how different body parts e.g. legs, arms, body move and feel during sprinting and jogging. What is the difference?
2) Discuss and demonstrate how speed can change in running. Accelerating/decelerating.
3)Children run (at different distances and paces) to collectively run to Italy.
4) They then run (collectively) around the 'Colosseum' (slower pace for 3 mins).

PSHE

L.I: .I can explain the importance of having a balance between online games and other hobbies

Input: The children will revisit the book they have been looking at in previous lesson: On a magical do nothing day. Discussing the story, the children will be thinking about how we can balance online games and technology with other hobbies. We will think about how we can set ourselves limits on how much we spend online.
Main Task: Children will be thinking of different hobbies they can begin to do instead of spending time online. They will work together and discuss what activities can replace online activities and how they can benefit us.

Topic

LI: To describe everyday life in the time studied (stone age)

Watch me: Explain to children that the artefacts are all from the Stone Age and that because the Stone Age is Prehistory, there aren't any examples of Primary written sources and so archaeologists rely on other primary sources (artefacts) to help them discover what life was like in the stone age.
Main task: Children work in groups, each responsible for researching an aspect of Stone Age life:

- Housing
- Clothing
- Diet
- Tools
- Beliefs

Children's research then is assembled to make a class fact-file.

R.E

To describe what some people believe about being human through exploring personal responses.

Children will be exposed to and will discuss some different viewpoints about what makes us a human - these views will come from different religions
Children will read the views on the soul snowflake and have discussions about which statement they feel is most important.

Children will then create their own soul snowflake and decorate it.

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Art	Music	Computing
LI: To develop intricate patterns/ marks with a variety of media **Starter:** Show children the same image, portrayed with different mediums. What do you notice? **Watch me:** Using the videos, model to children how different textures can be created through specific techniques/ mediums. **Help me/ show me (mini activity)**: children replicate the specified texture/ shading to complete the image. **Main task:** Children then improve and advance their drawings from the previous lesson, using a different medium, charcoal, in their work	**L.I: To be able to improvise using given notes** **Starter**: Children listen to the music played by the teacher and discuss where they think it comes from. **Main:** The children are going to be learning the basics of what a rag is and how they can use it. Ask if they can remember what a rag is from the last lesson. (A rag is a series of notes which Indian music uses to create the tune.) They use keyboards or glockenspiels in pairs, using the following notes for the rag: C D F G B C B G F D C. They play this in the correct order and then improvise their own, using the same notes but changing the order. **Plenary:** children perform their pieces	**LI: To understand what a network is** Main: Children will learn what a network is, using the example of the network in our school. Students will create their own network map, showing how devices around the schools are connected with wireless and wired connections.

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 Log into your accounts and complete the task set – describing the Stone Age boy.

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.