Weekly Overview

Alexandra Primary School
Aspire, Perform, Succeed

Year Group: 3 Week beginning: 28th September 2026

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English:	Adventure Stories- Stone Age Boy			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
To identify features of a text	**To write verbs in the past tense**	**To use the conventions of speech**	**LI: To identify and write noun phrases**	**LI: To use conjunctions**
Key Vocabulary: *structure, language, context clues, subject specific/ historical vocabulary* ***Key Questions:*** *What makes a good story?* *How should a story be organised* *What language helps the reader to sequence events?* *What context information does the author need to give the reader so they can visualise?*	***Key Vocabulary:*** *events, tense, verbs, suffix, past, recount, subject-verb-agreement.* ***Key Questions:*** *What tense do we use when events have already happened?* *What word class/es are affected by change of tense?* *How do we change verbs into their past tense form?* *Do all verbs follow the same rule?*	***Key Vocabulary:*** *speech, dialogue, synonyms, punctuation, inverted commas, comma, speech marks* ***Key Questions:*** *What is the difference between direct speech and reported speech?* *How should dialogue be punctuated?* *What do writers need to do, when there is a new speaker?* *What synonyms for 'said' can we use instead, to give our writing more accuracy?*	***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 be 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:*** *Determiner, noun, adjective, noun phrases, expanded noun phrase, describe Key* ***Questions:*** *In writing, how is more than one idea linked?* *What conjunctions can you list? Do different conjunctions perform different functions?* *Can you classify the conjunctions?* *In a sentence, are conjunctions found at the beginning, middle or end?* *·In 'Stone Age Boy', what conjunctions can you find?*
Watch me/ help me/ show me: What makes a good story? How do structure and language impact on how good a story is? Teacher to model identifying the features of a story with 'cave baby'.	**Watch me:** Teacher to explain that stories are often written in the past tense (show examples generated from the pictures in 'Stone Age Boy'). Using the example from the starter, the class will explore which words have been written in the past tense (verbs). ***KQ: How have they been changed?*** Using the links, the teacher will model the rules for writing verbs in the past tense. **Help me:** Match the verbs to their past tense form. **Show me:** Circle the past tense words **Mini task:** Rewrite the paragraph in the past tense.	**Watch me:** Model to the children that all the words spoken by a character, must be inside the speech marks, for which the correct term is 'inverted commas''. Explain that all punctuation for that particular piece of dialogue must be inside the inverted commas e.g. if the dialogue is a question, a ? must be inside the inverted commas. Just like any new sentence, speech must start with a capital letter. **Help me:** Together, develop a bank of synonyms for 'said' that could be used to give writing more accuracy e.g. instead of 'said', 'grunted' would be a more accurate word for the Stone Age man. **Show me:** Using the success criteria for direct speech, children: 1. identify which sentence uses the conventions of speech most accurately. 2. Correct the sentence so the reported speech is properly punctuated.	**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.	**Watch me**: Teacher to explain that words that join two simple sentences together to make a compound sentence are called 'coordinating conjunctions' and these are like superglue for sentences. Model that 'FANBOYS' is an acronym to remember the 7 coordinating conjunctions: for, and, nor, but, or, yet, so. Show children examples of how these have been used to join sentences together. **Help me:** Complete the 'cloze procedure' compound sentences by inserting an appropriate conjunction. **Show me:** children roll the dice to select a coordinating conjunction and writing a sentence using it. Children then show their whiteboard when prompted. Teachers will use this to identify and further support focus groups.
Main Task: Children read 'Stone Age Boy'' then, annotate the features grid to mark the features they find in the text, and record examples of each. **Challenge:** Which features from the list did they not find? What do they think that might be?	**Main Task:** Children complete the past tense worksheets for their group. **Extension:** Use the table to create their own bank of past tense words, linked to the story (Stone Age Boy))	**Main task:** Children use the pictures provided to help them to rewrite the dialogue in the speech bubbles from 'Stone Age Boy'' as reported speech. **Extension:** Swap books with learning partner: what ***'better than said'*** synonyms could be used for these sentences. With a purple pen, make recommendations for your partner.	**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 sentence level activities from the worksheets in their APS books. **Extension:** Children go through our class text/ their own reading book and record all of the conjunctions they can find, and sort them onto the table they have been given

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This week's reading focus: Reading Strategy 4- Determining Importance

Monday	Tuesday	Wednesday	Thursday	Friday
To scan a text for keywords/ phrases	To explore how the writer uses language as a cohesive device	To retrieve information from a text	To summarise key points from a text	To identify words and phrases that are important in a text.
Starter: Why do readers read? **Watch me:** Explain that when good readers read, they can isolate the important information from 'extra' detail. In order to do this, they must be clear on their purpose for reading (have children feedback from the starter). **Help me:** Today, we will be reading for research purposes. We will be finding out about stone age creatures. What questions might a reader have? Add ideas to the IWB to use in the next section. **Show me:** Together create a key, using the ideas from the previous section: • Name-red • Diet- blue • Appearance- green • Habitat- orange **Main task:** In small groups, assign children a stone age creature, and give them a non-chronological report about them. Using the key we created together, children highlight the information, in the appropriate colour.	**Starter:** Show children the cover of 'Look inside the Stone Age' by Osbourne books. Children consolidate recent strategies by making connections and forming questions on post it notes. **Watch me:** Explore the text with the children, stopping after each section to recap the main points. KQ. What technique does the author use to ensure that the reader can follow the information? **Help me:** Explore how subheadings are used in the text. How will they help us in our task today? **Main task:** Children re-read the text and use their highlighters to determine the important details from their allocated section: • Dwellings • Diet • Clothing • Beliefs	**Starter:** Skimming and scanning activity. **Watch me:** Explain that skimming and scanning are strategies that help us answer retrieval questions. **Help me/ show me**: Together, have a look at the type of questions that require us to use these skills (linked to key words and phrases) **Main task:** 'Retrieval' Comprehension questions based on stone age dwellings, using scanning to identify the key information needed to answer the questions. **Plenary:** Peer assessment- go through the answers together so that children have instant feedback on their learning.	**Starter:** Link to the class model text: 'Stone Age Boy', children re-read the relevant section and answer the following question: Preparing and using animals skins: Number these statements to put them in the correct order. Scrape the hide clean Cut the skin Sew it together Dry the skin Skin the deer 1 Pierce holes **Watch me:** Explain that we use 'determining importance' to help us make sure we understand what we are reading. Good readers are able to summarise texts that they have read, by identifying the important points. Concept charts can be helpful when doing this. **Help me/ show me:** Read the text together, highlighting the main points of each section. Together, record the summarised information onto the concept chart. **Main task:** Working in pairs, children complete their concept chart by adding the summarised information.	**Strategy recap:** Using the skills developed this week, together, add the ideas to this week's anchor chart. **Main task:** Children use the anchor chart to create their own 'determining importance' book mark.

Handwriting	Spelling and dictation	Word of the day
To form and join the letters: h, k	**To explore words with the:** • **/k/ sound, spelt 'que'** • **/g/ sound, spelt 'gue'**	**Monday: chronology** **Tuesday: invent** **Wednesday: tools** **Thursday: flint** **Friday: fossil**
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: ok, oh* ***Main task:*** *Children practice this formation in the context of the following words:* smoke, joke, joking, choke, choking, look, took, poke, poking	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: **league, antique, tongue, unique, cheque, mosque, fatigue, plague, technique, vague**	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 order numbers up to 1000	**LI: To count in the 50s.**	**L.I: To apply number bonds within 10.**	**L.I: To add and subtract Ones.**	**LI: To add and subtract Tens.**
Key vocabulary and key questions	***Key Vocabulary:*** *Partition, place value, hundreds, tens, ones, largest, greatest, least, smallest, compare, less than, greater than, equal* ***Key Questions:*** *Which number is greatest?* *Which is the least? How do you know?* *Can you order them in ascending/descending order?*	***Key Vocabulary:*** *increments, intervals, increase, decrease* ***Key Questions:*** *How big are the intervals?* *Can you think of a times table to help count in the 50s?*	***Key Vocabulary:*** *partition, addition, number bonds* ***Key Questions:*** *What is the commutative equation?* *What are the fact families for this equation?*	***Key Vocabulary:*** *partition, addition, number bonds, subtract, less, fewer, greater* ***Key Questions:*** *What are the steps for adding?* *What are the steps for subtraction?*	***Key Vocabulary:*** *partition, addition, number bonds, subtract, less, fewer, greater* ***Key Questions:*** *What are the steps for adding?* *What are the steps for subtraction?*
Introduction and learning	**Starter:** recap last learning on comparing 3-digit numbers **Ping Pong 1:** Compare 3-digit numbers **Ping Pong 2:** Compare sets of numbers and place in order **Ping Pong 3:** Apply ordering skills to solve a problem	Children will be counting in 5s and linking this to 50s. Children count the jars of 50 sweets - link to 5 tables if they are finding it difficult. Display a number track with missing numbers, children use knowledge of counting in the 50s to fill the gaps. Display a score card and get children to calculate the score shown.	Show children a part whole model for the number 6, children to figure out the missing number and complete the stem sentences. Display another model showing the tens version of this. Display a model of the same number using hundreds - discuss how the three models are linked. Display a set of equations and discuss how they can help with each number as it grows into Tens and Hundreds.	Display an image of an addition equation and children to use this to solve a basic one + one's equation. This equation will adapt into one that involves and Tens - link the equations together as fact families. Evolve this with Hundreds and link these two previous equations. Allow children time to solve the 4 different equations.	Children complete the super mover's video of counting in Tens. Go through the steps silently modelling the method for adding and Tens number to a 3-digit. Give children a chance at solving a subtraction equation. Children discuss the mistake in the equation displayed on the board. Children to solve the word problem.
Activities and application of learning	**T1:** Children decide which amount is greater and explain how they know. **T2:** Children order the number provided. **T3** Children complete the reasoning activity.	**T1:** Children to complete the missing numbers on number tracks. **T2:** Children count the visuals to find the missing numbers. **T3:** Children solve the reasoning problems counting in 50s.	**T1:** Children solve the equations that increase into Tens and Hundreds. **T2:** Children solve the models of part-whole models to find the missing numbers. **T3:** Children solve the word problems.	**T1:** Children solve equations adding and subtracting ones for a hundred number. **T2:** Children solve the missing number equations. **T3:** Children solve the reasoning problem.	**T1:** Children use visuals to solve equations. **T2:** Children solve a range of addition and subtraction equations. **T3:** Children check for mistakes through a different group of equations.

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Spanish	Reading- 20 minutes daily	Topic	PE
LI: To recognise and pronounce the first 5 sounds: 'GA', 'GE', 'GI', 'GO' and 'GU'. Starter: Children will recap sounds from last lesson, and practice the Spanish alphabet again. Main task: Children will practice their new sounds. They will practice identifying sounds and using phonetic spelling to help them write unfamiliar words.	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.	**LI: To explore significant changes in the Bronze Age.** Children will be looking at some of the changes that occurred from the Stone Age to the Bronze Age. We will be talking about Bronze Age people began mining and how they used the natural minerals. They will think about how mining ore allowed Bronze Age people to develop their tools and farming equipment. We will then list the benefits it may have had on their life and think about any links we can consider with our own lives.	**Indoor (Dance)** **L.I: To select and link appropriate actions and dynamics to show our dance idea.** Main Task: Children this week will be learning how to consider the use of space around them. They will also put together a short sequence of actions that represents movements of Stone Age people. Hey will also practise using a count of 8 to stay in time with their group. **Outdoor (Fundamentals Skills)** **L.I: To change direction and speed to outwit an opponent** Main Task: Children attempt to dodge past each other in a 1v1 situation. They then 'Run the Gauntlet' through 5 other taggers lined in a column between an avenue of cones.
Science	**Art**		
LI: To explain how the Earth is made of layers. Children will be learning about all of the different layers of the Earth. They will learn about the construction of the crust, mantle, outer core and inner core. The children will then produce a guide explaining the different layers and how they are formed.	**LI: To use artistic technique to portray dimension and perspective.** Children will be collecting their own materials to prepare their Stone Age paintings. We will be going onto the playground to collect natural materials such as: mud, leaves, sand and other bits. They will then mix these materials with coconut oil to create a paint affect- they will then have the opportunity to paint their own Stone Age art.		
PSHE	**Music**	**Computing**	**R.E**
L.I: To recognise different ways to feel safe. Children will be looking at our PSHE story book – on a magical do nothing day. We will be discussing what it means to feel safe, different ways we can feel safe and how we can help others feel safe. We will aloso discuss the importance of water safety. Children will then work with a partner and support each other in feeling safe as part of our classroom community.	**L.I: To be able to improvise using given notes (continued)** **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.	**LI: To understand how information travels around a network**. Main task: Children will apply their knowledge of networks, considering how information travels in real world scenarios.	**To explore the meaning of spirituality to different people.** Children will discuss and decide what features make us human before exploring the concept of spirituality. Discuss how different people can relax and unwind in different ways before discussing how this can help them to connect to different things, such as nature, spirit and God. Children will label a head with the different things that help them to stop, notice and connect to the world around them.

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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. ***Maths:*** It is another 'Battle of the Bands' – last week's winner was: **English:** Please complete 'the very short sentence' module on Writers toolbox **Reading.** Read for at least 20 minutes every day. Record what you have read in your Pupil Planner reading log. **Spelling:** Practise the weekly spelling work, using ***Look, Write, Cover, Check***