

Year 3 Curriculum Information Spring 2 2026

English

Fiction: Write a short story with suspense

- To explore a range of short story extracts
- To identify the purpose and audience of suspense short stories
- Identify key features and explore plot and character for creating suspense
- To plan a suspense story using example plot, description of setting and character actions
- To write a suspense short story ending with a cliff hanger

Non-Fiction: To write a persuasion text linked to our history topic

- To identify persuasive techniques - rhetorical questions, emotive language, logical reasoning
- Understand the structure of a persuasive letter
- Explore strong sentence structures and persuasive vocabulary
- To plan and structure a persuasive letter
- To orally rehearse and use debating skills
- To write a persuasive letter with a one-sided argument

Punctuation and Grammar

- Organising paragraphs around a theme
- Direct speech marks
- Prepositions
- Conjunctions, adverbs, adjectives, and verbs

Spelling

Spellings this term will be looking at the words that have a digraph spellings (two letters that make one sound) and tetragraph spellings (four letters that make one sound)

- WK 1 - Words ending in '-le'
- WK 2 - Words ending in '-ly' where the base word ends in '-le'
- WK 3 - Words ending in '-ly' when the base word ends in '-ic'
- WK 4 - Words ending in '-ly'; exceptions
- WK 5 - Challenge words
- WK 6 - Words ending with the suffix '-er'

Maths

This half term our maths focus will be on fractions and mass and capacity. The children will learn:

- Understand and compare unit fractions
- Understand and compare non-unit fractions
- Fractions and scales
- Fractions on a number line
- Equivalent fractions
- Measuring in grams and kilograms
- Add and subtract mass
- Measure capacity and volume in litre and millilitres
- Add and subtract capacity and volume

Science - Plants - How does your garden grow?

In this unit the children will:

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant - carry out investigation to observe these requirements showing what happens if they are not all fulfilled
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

History - Bronze Age

In this unit the children will:

- In this unit, the children will explore the key features of the Bronze and Iron Ages, and come to conclusions about the developments within the periods. Links will be made to the Stone Age period, which they may have studied in the autumn term. Throughout the unit, the children will use a variety of sources of evidence to investigate the period, including archaeological evidence with a focus on the Amesbury Archer, the Lindow Man, Roman written accounts of the Celts and reconstruction drawings of both periods
- This unit allows comparisons to be drawn from Year 3 topics "The Bronze Age and Iron Age"
- Pupils will develop their understanding of historical concepts such as settlement, achievements and archaeology

PSHE – Healthy Me

In this unit the children will:

- How exercise affects
- My body
- Why my lungs and heart are important organs
- Calories, fat and sugar and how they can affect my health
- Drugs, including medicine
- How to keep myself safe
- How to call emergency services

Computing – iNetwork

- Understand what a network is
- To know key parts of a computer network
- To understand how information is exchanged between devices
- To understand that the internet is the physical connections between computers and networks
- Understand how data travels throughout a network
- Understand that devices on networks have a unique address

R.E - Why do people pray?

- This Spring term, children will explore the concept of prayer and identify beliefs about God held by Christians, Hindus, Sikhs, and Muslims. They will learn about the significance of prayer in each faith, discovering how it reflects values, traditions, and connections with the divine
- As part of our learning, we will focus on the customs and beliefs of Prayer, exploring how family life and festivals highlight what is most meaningful in their faiths and traditions.. From the warmth of shared family beliefs we will discover what prayer means to each person and why this is important

DT - Cooking and Nutrition

This half term pupils will be looking at a healthy and varied diet by designing, making and evaluating a snack bar. They will:

- Select and use appropriate utensils and equipment to prepare and combine ingredients
- Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics
- Plan the main stages of a recipe, listing ingredients, utensils and equipment
- Follow a recipe (instructions) in order to make a product
- Carry out sensory evaluations of a variety of ingredients and record the evaluations using simple graphs
- Evaluate the final product with reference to the design criteria and the views of others

PE

This half-term the children will be learning the sport skill of how to:

- Inspire
- Create
- Perform (linked to dance)

They will also learn the team knowledge of how to:

- Lend
- Move
- Score (linked to Football)

Music

This half term the children will be listening and performing under the heading 'The Dragon Song' to which they will be understanding both the music and culture of various 'World Music'. The children will listen, compose and practice this musical style.

Spanish

In this unit the children will:

- Use basic Vocabulary
- Use our numbers 11 - 15
- Speak Spanish to ask and respond to simple requests
- Begin to use Spanish Vowels and Consonants
- Learn the names of more animals and use these in sentences.

Home Learning Opportunities

- Homework is set on a **Friday** and should be completed by **Wednesday morning**
- Practising spellings and times tables everyday has the most impact on learning
- Please bring your **reading book and record** every day & write in it every time you read
- Anything you read outside of school (comics, newspapers, magazines) can be written into your record by somebody at home
- PE kits should be worn on **Wednesdays** and **Fridays** - to be worn all day