



Year 3 Summer Planning 2025-2026



| Subject | Planning | | | | |
|---|--|-----------------|--|-----------------|---|
| <p>Religious Education</p> | <p>To know you more clearly Branch 5: To the ends of the earth</p> <p>A study of some Acts and Letters of the Apostles How Mass today mirrors Mass celebrated by the first disciples Explore the Mystery of the Holy Trinity A study of art and symbolism to develop a sense of awe and wonder.</p> <p>Branch 6: Dialogue and encounter</p> | | | | |
| <p>English</p> | <p>Revision of Year 3 spelling rules and</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: yellow; width: 15%; text-align: center; vertical-align: top; padding: 5px;">Summer 1</td> <td style="padding: 5px;"> <p>Introduce: Words with the /ai/ sound spelt ei, eigh, or ey Introduce: Words with the /s/ sound spelt sc Introduce: Words with the /k/ sound spelt ch Introduce: Words with the /sh/ sound spelt ch Introduce: Words with endings that sound like /zh/ + /ə/ + /n/ Reinforce: Words with endings sounding like /zh/+ /ure/ (spelt -sure) and /ch/ + /ure/ (spelt -ture) Introduce: New additional homophones/ near homophones</p> </td> </tr> <tr> <td style="background-color: yellow; text-align: center; vertical-align: top; padding: 5px;">Summer 2</td> <td style="padding: 5px;"> <p>Embed Year 2: Silent letters k /n/ and g /n/ at the beginning of words Introduce: The /i/ sound spelt y elsewhere than at the end of words Reinforce: Words with endings that sound like /zh/ + /ə/ + /n/ Reinforce : Adding prefix: dis-, mis-, in-, il-, im- Introduce: Adding prefix: ir-, re- Introduce: New additional homophones/ near homophones Reinforce: Possessive apostrophe -s (with plural words) Reinforce: Possessive apostrophe -s (when the plural of a word changes)</p> </td> </tr> </table> | Summer 1 | <p>Introduce: Words with the /ai/ sound spelt ei, eigh, or ey Introduce: Words with the /s/ sound spelt sc Introduce: Words with the /k/ sound spelt ch Introduce: Words with the /sh/ sound spelt ch Introduce: Words with endings that sound like /zh/ + /ə/ + /n/ Reinforce: Words with endings sounding like /zh/+ /ure/ (spelt -sure) and /ch/ + /ure/ (spelt -ture) Introduce: New additional homophones/ near homophones</p> | Summer 2 | <p>Embed Year 2: Silent letters k /n/ and g /n/ at the beginning of words Introduce: The /i/ sound spelt y elsewhere than at the end of words Reinforce: Words with endings that sound like /zh/ + /ə/ + /n/ Reinforce : Adding prefix: dis-, mis-, in-, il-, im- Introduce: Adding prefix: ir-, re- Introduce: New additional homophones/ near homophones Reinforce: Possessive apostrophe -s (with plural words) Reinforce: Possessive apostrophe -s (when the plural of a word changes)</p> |
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| <p>Vehicle Text 1: Apes to zebras Writing outcome: Shape poetry</p> <p>Vehicle Text 2: The Forgettery Writing outcome: Finding memories narrative</p> <p>Vehicle Text 3: The Search for our cosmic neighbours Writing outcome : Exploration narrative</p> <p>Vehicle text 4: The Secret Elephant</p> <p>Vehicle text 5: Usain Bolt Writing outcome: Olympian recount</p> <p>Class Reader: Noah's Gold</p> | | | | | |



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| Maths | <p>Daily Practice</p> <ul style="list-style-type: none"> • Retrieval – FB4 • Counting X3 X4 X8 tables revision • Basic skills games <p>Fractions</p> <ul style="list-style-type: none"> • Add and subtract • Fractions of amounts • Reasoning with fractions | <p>Mass and capacity</p> <ul style="list-style-type: none"> • Measure grams and kgs • Compare mass • Add and subtract mass • Measure volume L and ml • Compare capacity and volume | <p>Money</p> <ul style="list-style-type: none"> • Pounds and pence • Convert pounds and pence • Add money • Subtract money • Find change |
| | <p>Time</p> <ul style="list-style-type: none"> • Roman numerals to 12 • Tell the time to 5 minutes • Tell the time to the minute • Read time on a digital clock • Use a.m. and p.m. • Days and hours • Hours and minutes • Minutes and seconds • Units of time • Solve problems with time | | <p>Shape</p> <ul style="list-style-type: none"> • Turns and angles • Right angles • Compare angles • Measure and draw accurately • Horizontal and vertical • Parallel and perpendicular • 2d shape and 3d shapes • Draw polygons |



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| Science | <p>Forces</p> <ul style="list-style-type: none"> • Explore types of forces • Friction • Plan and investigate a friction experiment. <p>Magnets</p> <ul style="list-style-type: none"> • Types of magnets • Magnetic and non-magnetic materials • Investigating metals • North and south poles | <p>Plants</p> <ul style="list-style-type: none"> • Different parts of flowering plants and their functions. • Plant dissection • Plant growth • Stem and water transportation • Looking at seeds • Pollination • Seed dispersal • Life cycle of flowering plants |
| Computing | <ul style="list-style-type: none"> • Inside a computer • Publishing content online | |
| Spanish | <ul style="list-style-type: none"> • Sports 1 and opinion • Say what sport we likes and dislikes (simple sentences) • Numbers 0- 40 at random order and backwards | |
| History | <p>Ancient Egypt</p> <p>‘Why was the Nile called the ‘Gift of Ancient Egypt?’</p> <p>Study of..</p> <ul style="list-style-type: none"> • Farming • Trade • Travel, society and leisure pursuits, religion and pyramids. • How the river is still as important to Egyptians today. | |
| Geography | <p>Biomes and Climate Zones</p> <p>Study of</p> <ul style="list-style-type: none"> • Weather and climate • World climate zones • Types of biomes – focus on desert and temperate. • Features of a desert biome. | |



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| | <ul style="list-style-type: none"> Features of a temperate biome. | |
| Music | <p>'Volcanoes'</p> <ul style="list-style-type: none"> How changes in tempo, dynamics and texture can create effects in music. Develop a graphic score considering dynamics, tempo and texture Use interrelated dimensions to create effect Read, record and perform ideas using graphic notation Combine skills to create a piece of music Perform as a group and reflect on own and others performance. | |
| Art | <p>Portraying relationships</p> <ul style="list-style-type: none"> How have artists portrayed relationships in portraits? How can you portray different textures in paint? How can you create an effective portrait portraying a relationship? Evaluate our own art work | |
| Design Technology | <p>Textiles</p> <p>2-D shape to 3-D product</p> <ul style="list-style-type: none"> Investigating a range of textile products Demonstrating a range of stitching techniques Look at different fastening Sketching and annotating possible design ideas Evaluating their product | |
| PE | <p>ATHLETICS</p> <p>Physical: sprinting Physical: jumping for distance Physical: push and pull throwing for distance Social: working collaboratively Social: working safely Emotional: perseverance Emotional: determination Thinking: observing and providing feedback</p> | <p>STRIKING AND FIELDING NET & WALL</p> <p>Physical: balance Physical: running Social: communication Social: teamwork Social: trust Social: inclusion Social: listening</p> |



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| | Liverpool Harrier training | Emotional: confidence Thinking: planning Thinking: map reading Thinking: decision making Thinking: problem solving |
| PHSE | Exercise <ul style="list-style-type: none"> • To understand the characteristics and mental and physical benefits of an active lifestyle. • To understand the characteristics and mental and physical benefits of an active lifestyle. • To understand the risks associated with an inactive lifestyle (including obesity). • To know about simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. | Online safety <ul style="list-style-type: none"> • To recognise that for most people the internet is an integral part of life and has many benefits. • To recognise that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • To understand that people sometimes behave differently online, including by pretending to be someone they are not. • To recognise ways in which the internet and social media can be used both positively and negatively. |
| RHSE | Spiritual <ul style="list-style-type: none"> • How does the gift of the Sacrament of Reconciliation help restore friendship with God and others? • How can these words inspire, help and guide us to improve our friendships? • What Bible stories teach us about the beauty of forgiveness? Luke 15:11-22, Luke 15:4-7, Luke 17:3-4, Luke 7:47-49, Luke 19:1-10. • What does the phrase: "To err is human, to forgive is divine" mean to you? • St Francis de Sales said: "A quarrel between friends when made up, adds a new tie to friendship." How would you explain this quotation to your friends and others? | |
| Enrichment weeks | <ul style="list-style-type: none"> • Mental Health Week • Well-being Week | |



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