



# Year 3 Spring Planning 2025-2026



| Subject             | Planning   |  |
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| Religious Education | <p><b>To know you more clearly:</b></p> <ol style="list-style-type: none"><li><b>Galilee to Jerusalem'</b> ▪ The Magi's visit. ▪ Understand what the Kingdom of God is and how people would live in it. ▪ How Jesus' miracles reveal the Kingdom of God. ▪ Learn about two parables and link these to the Kingdom of God. ▪ Recall the prayer 'Our Father' and link this to God's Kingdom.</li><li><b>The Holy Family</b> ▪ Understand how the Holy Family sets an example of love, faith and dedication to God. ▪ Understand and practise Catholic social teaching.</li></ol> |  |
| English             | <p><b>Text : The Rhythm of the Rain</b><br/>Writing Outcomes:<br/>Fiction: Setting narrative<br/>Non-fiction outcome : Information leaflet</p> <p><b>Text: Wisp</b><br/>Writing outcome: Promise Narrative</p> <p><b>Class Reader:</b> Charlotte's Web</p>   | <p><b>Spring 1</b></p> <ul style="list-style-type: none"><li>• Adding suffix -ly with no change to root word</li><li>• Exception 1: Adding suffix -ly to root word ending in -y with a consonant letter before it, the y is changed to an I, (only if root word has one than one syllable)</li><li>• Exception 2: Adding suffix -ly when root word ends with -le (-le is changed to -ly)</li><li>• Exception 3: Adding suffix -ly when root word ends with -ic, -ally is added rather than just -ly</li><li>• Exception 4: Adding suffix -ly other examples truly, duly, wholly</li><li>• Reinforce Year 2: Homophones and near-homophones</li><li>• Embed Year 2: Possessive apostrophe -s (singular nouns)</li><li>• Possessive apostrophe -s (with plural words)</li><li>• Introduce: Possessive apostrophe -s (when the plural of a word changes)</li><li>• Introduce: Adding suffixes beginning with vowel letters (e.g. -ing, -ed, -er) to words of more than one syllable</li></ul> |



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|                     | <p>(doubling the consonant) e.g. begin becomes – beginner / beginning</p> <ul style="list-style-type: none"> <li>• Reinforce Year 2: Suffixes -ment, -ness, -ful, less and -ly</li> </ul> <p>Statutory word list<br/>address, though/ although, arrive, possess(ion), group, pressure, certain</p> <p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>• Adding prefixes dis-, mis-, in-, -im, il-</li> <li>• Words with endings sounding like /zh/+ /ure/ (spelt –sure) and /ch/+ /ure/ (spelt –ture)</li> <li>• Adding prefixes mini-, micro</li> </ul> <p>Statutory word list<br/>earth, continue, remember, (dis)appear, heard, woman/ women</p> |  |   |
| <p><b>Maths</b></p> | <p><b>Daily Practice</b></p> <ul style="list-style-type: none"> <li>• Retrieval – FB4</li> <li>• Counting X3 X4 X8 tables revision</li> <li>• Basic skills games</li> </ul>  | <p><b>Multiplication and Division:</b></p> <p>Multiples of 10</p> <ul style="list-style-type: none"> <li>• Related facts</li> <li>• Multiply a 2 digit number by a 1 digit number</li> <li>• Link multiplication and division</li> <li>• Divide a 2 digit number by a 1 digit number</li> <li>• Scaling</li> </ul> | <p><b>Fractions:</b></p> <ul style="list-style-type: none"> <li>• Numerators and non-unit fractions</li> <li>• Compare and order non- unit fractions</li> <li>• Fractions and scales <ul style="list-style-type: none"> <li>• Understand the whole</li> <li>• Fractions on a number line</li> <li>• Fractions in a bar model</li> <li>• Equivalent fractions on a number line</li> <li>• Equivalent fractions in a bar model</li> </ul> </li> <li>• Compare and order unit fractions</li> </ul> |



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|                | <b>Length and Perimeter:</b> <ul style="list-style-type: none"><li>• Measure in metres and centimetres</li><li>• Measure in millimetres</li><li>• Measure in centimetres and millimetres</li><li>• Equivalent lengths</li><li>• Compare lengths</li><li>• Perimeter</li></ul>  | <b>Statistics</b> <ul style="list-style-type: none"><li>• Interpret and draw pictograms and bar charts</li><li>• Collect and represent data</li><li>• Two-way tables</li></ul>  |
| <b>Science</b> | <b>Fossils</b> <ul style="list-style-type: none"><li>▪ What is fossilisation?</li><li>▪ What is sediment?</li><li>▪ What are the key stages of fossilisation?</li><li>▪ What conditions are needed for fossilisation to occur?</li><li>▪ How has this animal turned into a fossil?</li><li>▪ How long does fossilisation take?</li></ul> | <b>Soil</b> <ul style="list-style-type: none"><li>▪ Explore soil</li><li>▪ The importance of soil</li><li>▪ Plan – soil experiment</li><li>▪ Investigate – soil experiment</li><li>▪ Evaluate – soil experiment</li></ul> |
|                | <b>Light</b> <ul style="list-style-type: none"><li>• Light sources</li><li>• The Sun</li><li>• How we see</li><li>• Shadows Opaque, translucent or transparent?</li><li>• Plan – shadow experiment</li><li>• Investigate – shadow experiment</li><li>• Evaluate – shadow experiment</li></ul>  |   |



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| <b>Computing</b> | <b>Composing emails</b> <ul style="list-style-type: none"><li>• The advanced features of Microsoft word.</li><li>• Use these features to compose an email.</li></ul> <b>Introduction to scratch</b> <ul style="list-style-type: none"><li>• How to program sprites using a range of blocks to add animation, sound and other effects.</li></ul> <b>Online safety</b>  |
| <b>Spanish</b>   | <b>Self, family, friends</b> <ul style="list-style-type: none"><li>• Name, age, feelings, where you live</li><li>• Body parts with definite article</li><li>• Colours</li><li>• Numbers 1-30, in and out of sequence</li><li>• Reading and writing practice of the above</li></ul>  |
| <b>History</b>   | <b>Ancient Sumer – the ‘cradle’ of civilisation</b> <p>This unit is structured around 3 sequential history enquiries:</p> <ul style="list-style-type: none"><li>• Who were the Ancient Sumer and what is the Standard of Ur?</li><li>• What does the 'Peace' side of this artefact tell us about life in Sumer?</li><li>• What does the 'War' side tell us about life in Sumer?</li></ul> <b>Historical skill development:</b> <ul style="list-style-type: none"><li>▪ Historical enquiry including how evidence is used to make historical claims</li><li>▪ Developing understanding of historical concepts such continuity and change, similarity and difference, and significance.</li><li>▪ Use of specialised vocabulary and terminology such as ancient, artefact, civilisation, archaeology, interpretation, evidence.</li></ul> |
| <b>Geography</b> | <b>How does Geography shape the way that people live in Liverpool and Seville?</b> <ul style="list-style-type: none"><li>• Recognise Liverpool, Seville, England and Spain on the world map.</li><li>• Use compass points to describe where Liverpool/Seville are on the map.</li><li>• Recognise how climate shapes the way that people live in Liverpool and Seville.</li><li>• How do rivers shape the way that people live in Liverpool and Seville?</li><li>• How does the physical and human features of each city affect tourism?</li></ul>  |



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| <b>Music</b>             | <b>Volcanoes:</b> <ul style="list-style-type: none"><li>• To learn how changes in tempo, dynamics and texture can create effects in music.</li><li>• To develop a graphic score considering dynamics, tempo and texture.</li><li>• To use the inter-related dimensions to create effect.</li><li>• To read, record and perform ideas using graphic notation.</li><li>• To select and combine skills learned to create a piece of music.</li><li>• To perform as a group and reflect on our own and other's performances.</li></ul>  |
| <b>Art</b>               | <b>Sculpture – Charles McGee</b> <ul style="list-style-type: none"><li>• Artist study - the works of Charles McGee.</li><li>• Experiment with drawing techniques in the style of McGee; shapes and monochrome focus.</li><li>• Apply skills of patterns in the style of Charles McGee to create own piece of colourful work.</li><li>• Complete paper sculpture influenced by Charles McGee work.</li><li>• Complete an evaluation of final sculpture.</li></ul>  |
| <b>Design Technology</b> | <b>2D Nets to 3D structures: Designing and making a desk tidy.</b><br><b>Designing</b> <ul style="list-style-type: none"><li>• Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product</li></ul> <b>Making</b> <ul style="list-style-type: none"><li>• Order the main stages of making</li><li>• Select and use a range of appropriate tools with some accuracy</li><li>• Use finishing techniques suitable for the product they are making</li></ul> <b>Evaluating</b> <ul style="list-style-type: none"><li>• Investigate and evaluate a range of existing shell structures</li><li>• Test and evaluate their own product against design criteria</li></ul> |



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|             | <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Develop and use knowledge of how to construct strong, stiff, shell structures</li> <li>• Develop and use knowledge of nets of cubes and cuboids</li> <li>• Know and use technical vocabulary relevant to the project</li> </ul>  |   |
| <b>PE</b>   | <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• Pupils should be able to swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>• Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</li> <li>• Perform safe self-rescue in different water-based situations</li> </ul>   | <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• To create actions in response to a stimulus and move in unison with a partner.</li> <li>• To use choreographing ideas to develop our dance.</li> <li>• To remember, repeat and create actions around a theme.</li> </ul> |
| <b>PHSE</b> | <p><b>Celebrating achievements and being resilient</b></p> <ul style="list-style-type: none"> <li>• Fixed and growth mindset</li> <li>• Recognising achievements</li> <li>• To learn, recognise and talk about different emotions</li> </ul>  | <p><b>Being part of a community</b></p> <ul style="list-style-type: none"> <li>• Recognising communities in school and out</li> <li>• To learn about diversity within different communities</li> <li>• To understand the benefits of time spent both indoors and outdoors</li> </ul>  |
| <b>RHSE</b> | <p><b>Physical</b></p> <p><b>To describe and give reasons why friendships can break down, how they can be repaired and strengthened.</b></p> <ul style="list-style-type: none"> <li>- What things trigger disagreements between friends and within friendship groups?</li> <li>- What might be the best way to resolve conflict in friendships?</li> <li>- Healthy friendships make people feel included; how should we react if we or others feel lonely or excluded?</li> <li>- What strategies could be used to ensure that they are included?</li> <li>- Why is violence never the answer?</li> </ul> |   |



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| <b>Enrichment weeks</b> | <ul style="list-style-type: none"><li>• <b>Hispanic Week</b></li><li>• <b>STEM Week</b></li><li>• <b>El Dia de la Paz</b></li><li>• <b>Safer Internet Day</b></li></ul> |
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