



Year Group: 3

**Value Focus:
Team Work**

**Summer Term 1
School Year 2025-2026**

RRS:

Article 14: Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

British Values:

Mutual respect and tolerance. Individual liberty.

	Week 1 13/4/2026	Week 2 20/4/2026	Week 3 27/4/2026	Week 4 4/5/2026	Week 5 11/5/2026	Week 6 18/5/2026
Whole School Events	Establishing Week Autism Awareness Welcome meetings	Clubs and Job Centre begin Belonging Buzz Day	T&L Review Days	4 day week (Bank holiday) IEP Meetings	Attendance Focus Fortnight KS2 SATS Week	Attendance Focus Fortnight
Enrichment (Trips/Visits)		Y3 and Y4 tennis Y3 trip Science Museum	Y5 and Y6 tennis Y2 trip to St Pauls	Parliament visit Y3&Y4 sheep shearing	Y1 and Y2 tennis	Y6 Activity Week
Class Read (Storytime)	Canon of Literature books: whole class sets can be utilised for story time. T:\2. Curriculum Leadership\English\1a. Reading\Book Lists\0. Whole School Recommended Reading Lists Choose texts from Recommended Reading List					
English Reading	The Dancing Bear Block 13 Focus on narrative, an advert and a diary entry for prediction and retrieval	The Dancing Bear Block 13 Focus on narrative, a persuasive advert and a formal letter for comparison and inference	The Dancing Bear Block 14 Focus on comparison and scanning for retrieval	The Dancing Bear Block 14 Focus on prediction and inference relating to purpose and audience	The Dancing Bear Block 15 Focus on sequencing and scanning for retrieval Focus on prediction and inference of character intentions and key messages in a text	The Dancing Bear Block 15 Focus on sequencing and scanning for retrieval Focus on prediction and inference of character intentions and key messages in a text
Reading Outcomes	Know: Words can have an emotive effect Literary techniques are the different ways language is used to add meaning and impact Be able to: Explain how meaning is enhanced through choice of words Recognise how different texts use the same techniques to influence the reader		Know: Reading a range of texts increases our knowledge base The theme is the underlying message or the big idea of a story Be able to: Draw on multiple texts to expand their views on different topics Identify themes in a text and compare how texts explore the same themes		Know: A topic sentence expresses the main idea of a section of text Character development is the process of revealing a unique character with depth, personality and clear motivations Be able to: Summarise a text by identifying and simplifying the topic sentence Infer characters' intentions	

English Writing	Third Person Narrative – animal stories Explicit teaching of the grammatical structures and text conventions required	Third Person Narrative – animal stories Structural understanding, planning and execution of extended task	Third Person Narrative – animal stories Execution of the extended task and focused editing teaching	Formal Letters to Complain Explicit teaching of the grammatical structures and text conventions required	Formal Letters to Complain Structural understanding, planning and execution of extended outcome	Formal Letters to Complain Execution of the extended task and focused editing teaching
Writing Outcomes	Know How to form the third person perspective How to construct regular and irregular past tense verbs A range of descriptive devices Be able to Sustain the third person perspective and the past tense Select vocabulary to create atmosphere Use similes and metaphors as descriptive devices			Know The structure and conventions of a formal letter A paragraph is a group of related sentences The correct perspective for a formal letter Be able to Use a planning structure to outline the key messages in each section of a text Organise information into clear paragraphs Choose and use formal vocabulary		
VGPS	Introduce: Present perfect form of verbs Expressing time, place and cause using prepositions Revisit: Word families Expressing time, place and cause using adverbs Consolidate: Introduction to direct speech including inverted commas Use of a/an Formation of nouns using prefixes Expressing time, place and cause using conjunctions					

Spoken Language Expectations	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Consider and evaluate different viewpoints, attending to and building on the contributions of others Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Gain and maintain the interest of the listener			
Maths	Number: Fractions (repeat) Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 _ Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, equivalent fractions with small denominators Compare and order unit fractions, and fractions with the same denominator Add and subtract fractions with the same denominator within one whole Solve problems that involve all of the above	<u>Measurement: Length and Perimeter repeat</u> Measure the perimeter of simple 2-D shapes <u>Measurement: Time (repeat)</u> Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary	Number: Place Value within 1000 (repeat) Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Compare and order numbers up to 1000 Identify, represent and estimate numbers using different representations Read and write number up to 1000 in numerals and in words Solve number problems and practical problems involving these ideas	<u>Statistics</u> Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables

			such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events [for example to calculate the time taken by particular events or tasks].			
Maths vocabulary	fraction, numerator, denominator, unit fraction, non-unit fraction, tenths, equivalent, compare, order, whole		Length and Perimeter length, perimeter, measure, centimetres, metres, distance, sides, add, total, shape Time analogue clock, Roman numerals, seconds, minutes, hours, a.m., p.m., duration, noon, midnight	digit, place value, hundreds, tens, ones, compare, order, estimate, numeral, representation		data, bar chart, pictogram, table, scale, interpret, compare, more, fewer, total
Maths Basic Skills	Know the number bonds for each number to 100	Know the multiplication and division facts for the 3 times table	Know the multiplication and division facts for the 4 times table	Know the multiplication and division facts for the 8 times table	Recall facts about durations of time Tell the time to the nearest hour, nearest half	Recall facts about durations of time Tell the time to the nearest hour, nearest half

	Tell the time to the nearest hour, nearest half hour, nearest quarter hour, nearest 5 minutes, nearest minute	Tell the time to the nearest hour, nearest half hour, nearest quarter hour, nearest 5 minutes, nearest minute	Tell the time to the nearest hour, nearest half hour, nearest quarter hour, nearest 5 minutes, nearest minute	Tell the time to the nearest hour, nearest half hour, nearest quarter hour, nearest 5 minutes, nearest minute	hour, nearest quarter hour, nearest 5 minutes, nearest minute	hour, nearest quarter hour, nearest 5 minutes, nearest minute
Science	Plants • 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 • 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					
	Revisit Spring 2 work: What are the parts of a flowering plant? What do they do?	Do all plants need the same things to thrive and grow?	How do leaves make food for the plant?	How does water move through a plant?	What do flowers do?	What is pollination?
	Tier 2: adapt, essential, glucose, transport, variety, vital Tier 3: transpiration, stoma, pollination, stamen, pistil, photosynthesis					

	Week 1 13/4/2026	Week 2 20/4/2026	Week 3 27/4/2026	Week 4 4/5/2026	Week 5 11/5/2026	Week 6 18/5/2026
Whole School Events	Establishing Week Autism Awareness Welcome meetings	Clubs and Job Centre begin Belonging Buzz Day	T&L Review Days	4 day week (Bank holiday) IEP Meetings	Attendance Focus Fortnight KS2 SATS Week	Attendance Focus Fortnight
Enrichment (Trips/Visits)		Y3 and Y4 tennis Y3 trip Science Museum	Y5 and Y6 tennis Y2 trip to St Pauls	Parliament visit Y3&Y4 sheep shearing	Y1 and Y2 tennis	Y6 Activity Week
Foundation Subjects (Blocked) - History - Geography - RE - Art - DT - PSHE	Establishing Week PSHE - 1Decision	History <u>Revisit</u> : Changes in Britain from the Stone Age to the Iron Age Geography Fieldwork and Map Skills <u>National Curriculum:</u> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <u>Cusp outcomes:</u> What is an Ordnance Survey (OS) map? How does scale change the way we describe a place? What's the area like just beyond the school? School focused questions DESIRABLE What's the area like beyond our region?		ART Exploration of materials and artform Explicit teaching of techniques Applying knowledge, skills and techniques <u>Block C – Year 3 - Printmaking, Textiles & collage</u> Know: A mandala means circle in Sanskrit Mandalas are designs used in Hinduism and Buddhism Quilting is a way of conveying a message Be able to Create collaged patterns within concentric circles Tell a story using textiles and collage https://vimeo.com/578643583/6055f4eaf4 <u>Block C – Year 4 - Printmaking and Textiles</u> Know: Kente cloth is a woven fabric from West Africa Tie dye is a method used to create designs and colour Textile artists use a range of materials to create textured designs and images Be able to: Create printing to represent kente designs Use tie dye to create colour designs Combine media to create texture https://vimeo.com/578648823/d182a293e7		Flexible Week
Vocabulary		History: Ancient, community, dense, extinct, roaming, prehistory, domesticated, arid, gatherer, nomad, reared, submerged. Geography:		Year 3: Mandala, dye, quilt, rasial, pigment, symbol Year 4:		

		Area, cardinal, historical, landscape, measuring, solar, geographical, key, ordnance, scale, survey, sustainable.	Kente cloth, geometric designs, symbolise, tie dye, weft, warp			
Computing	(Junior Jam)					
Music	(Junior Jam)					
Spanish	(Junior Jam)					
Singing	https://www.singup.org/singing-schools/quick-sings https://www.singup.org/song-bank/sing-up-playlists/singing-schools#c867 T:\2. Curriculum Leadership\Singing					
P.E.	<u>Athletics</u> • Take part in basic scoring of different events • Compete with others and record points • Link running and jumping activities with some fluency and consistency • Control movements and body actions in response to specific instructions • Jump for height and distance with control and balance • Run at different speeds according to event and instruction • Throw a variety of objects using different recognised throws • Throw more accurately and over greater distances • Run as part of a relay team					
	Identify how to improve own and others work and be tactful					
	Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, pull, record, pace, approach, combine.					
Weekly Reflection	TEAM –Together Everyone Achieves More	Do as you would be. How should we treat others?	No Man is an Island	Resolving conflict – falling out and making up	Think Before You Speak	But why? Questions - it’s okay to ask
P4C Skills	Understand collaborative thinking. Use 4C language to evaluate enquires					
P4C Enquiries	PSHE		Religion or spiritual education		Resilience and growth mindset	