



Year Group: Three

Value Focus: Aspire

SPRING TERM 2 School Year 2025-2026

RRS: Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

British Values: Democracy and Individual liberty

	Week 7 23.02.2026	Week 8 02.03.2026	Week 9 09.03.2026	Week 10 16.03.2026	Week 11 23.03.2026
Whole School Events	T&L Review Days SEND Review	World Book Week SIP Questionnaires Data Deadline	Science Week Strategy Day Reports Deadline Pick and Mix	PPMs Reports go home 4 day week – Eid	Eid celebrations Janet – singing workshops Display Deadlines
Enrichment		Brick Lane Bookshop visits Bow Arts – Year 5 and Year 6 KS2 Parasports	Bow Arts – Year 5 and Year 6 Sustainability Ambassadors & Y5 workshops Bank of England trips Year 6		Bank of England trip – Year 3
Class Read (Story time)	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	Operation Gadgetman Block 10 Focus on the core text for summarising and exploring authorial intent Focus on a report, a journal entry and a letter for retrieval Focus on the core text for predicting and giving a personal response Focus on instructions, a news report and a poem for inference	World Book Week	Operation Gadgetman Block 11 Focus on the core text for summarising and giving a personal response Focus on a report, a list and a narrative extract for retrieval Focus on the core text for comparing and authorial intent Focus on instructions, a journal entry and a text message exchange for inference	Operation Gadgetman Block 12 Focus on the core text for comparing and giving a personal response Focus on a report, instructions and a historical narrative for retrieval	Operation Gadgetman Block 12 Focus on the core text for predicting and understanding themes Focus on a dialogue, a poem and a discussion for inference
Reading Outcomes	Know: Foreboding is a sense that something bad is going to happen The difference between fact and opinion Be able to:		Know: Subheadings guide the reader through the information in a non-fiction text Authors use descriptive language to create mood Be able to:	Know: We compare texts by finding similarities and differences Poets use word choice and structure to suggest meaning Be able to: Find similarities and differences in fiction and non-fiction Infer meaning from poetic devices	

	Explain how an author creates a sense of foreboding Empathise with a character		Use subheadings to retrieve and organise information Explain how authors create mood	
English Writing	Advanced instructional writing Explicit teaching of the grammatical structures and text conventions required Structural understanding, planning and execution of extended outcome		First person narrative descriptions Explicit teaching of the grammatical structures and text conventions required	First person narrative descriptions Structural understanding, planning and execution of extended outcome
Writing Outcomes	Know How the organisation of a text can aid the reader The importance of careful sequencing in instructional writing Be able to Use imperative verbs Use adverbs to describe when and how Use prepositions to add detail		Know A range of descriptive devices The first person perspective How to use coordinating conjunctions Be able to Describe a setting in detail Build atmosphere through precise selection of vocabulary	
VGPS	Introduce: Word families Expressing time, place and cause using adverbs Revisit: 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	Geometry: Properties of Shape Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete	Number: Addition and Subtraction (repeat) Add and subtract mentally, including: A three-digit number and ones A three-digit number and tens	Number: Multiplication and Division (repeat) Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables •	

	turn; identify whether angles are greater than or less than a right angle. Seeing squares Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. National flags Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them Building blocks, Triple cubes, Stick images, Rolling that cube, A puzzling cube, Arranging cubes, Sponge sections, Square corners, Overlapping again, Move those halves, The third dimension, Board block challenge, Inky cube, Power Maths NRich: Building blocks, Triple cubes, Stick images, Rolling that cube, A puzzling cube, Arranging cubes, Sponge sections, Square corners, Overlapping again, Move those halves, The third dimension, Board block challenge, Inky cube, Seeing squares, National flags Books: The Shape of Things (Dayle Ann Dodds), A Triangle for Adaora (Ifeoma Onyefulu), Bear in a Square (Stella Blackstone), The Silly Story of Goldie Locks and the Three Triangles (Grace Maccarone), The Greedy Triangle (Marilyn Burns)		A three-digit number and hundreds Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction Estimate the answer to a calculation and use inverse operations to check answers Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction Apply within context of statistics: pictograms	Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods Focus on multiplying 2 and 1 digit numbers together Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems, and correspondence problems in which n objects are connected to m objects	
Maths vocabulary					
Maths Basic Skills					
Science	Forces and magnets • compare how things move on different surfaces • notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • describe magnets as having 2 poles • predict whether 2 magnets will attract or repel each other, depending on which poles are facing • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials				
	What are contact forces?	How do surfaces affect the motion of an object?	How does friction affect moving objects?	What is a non-contact force? How is a non-contact force different to a contact-force?	How do magnets attract and repel? Which materials are magnetic?
	T2: consequence, contact, force, attract, north, south T3: magnet, resistance, friction, repel, pole, magnetic field				

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Foundation Subjects (Blocked) - History - Geography - RE - Art - DT - PSHE	PSHE Fire Safety Texting Whilst Driving understand how our actions and choices can affect others be able to recognise how drivers can be distracted know how to help others stay safe be able to describe the differences between safe and risky choices Summative Topic During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.	History <u>The Roman Empire and its impact on Britain</u> Revisit: Countries, counties and regions of the United Kingdom <u>National Curriculum:</u> The Roman Empire and its impact on Britain <u>Cusp outcomes:</u> Who were the Romans? What was it like to live in Rome? DESIRABLE: Remember the Celtic people: what was it like to live during the Iron Age? When did the Romans invade Britain? Who resisted the Roman invasion? Technology: how did Britain change under Roman rule? Belief: how did Britain change under Roman rule? DESIRABLE: SUMMARISE IT: so, what was the impact of the Roman Empire on Britain?	Make links to Summer 1 upcoming unit on plants? Grow seeds to support learning? Wanderer is lost – writing task - Making compass using leaf and magnetised needle. Science Week – See separate information. Focus on practical activities, enrichment opportunities and revisit previous learning using &iLearn to identify and address any curriculum gaps.	Continue History	RE L2.4 Why do people pray? Describe the practice of prayer in the religions studied Make connections between what people believe about prayer and what they do when they pray Describe ways in which prayer can comfort and challenge believers Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray. L2.5 Why are festivals important to religious communities? Make connections between stories, symbols and beliefs with what happens in at least two festivals Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid)

					Identify similarities and differences in the way festivals are celebrated within and between religions Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.
Vocabulary		Previously Conquered Rebellion Luxurious Culture Settlement Amphitheatre Emperor Aqueducts Invasion Barbarian Forum			
Computing	(Junior Jam) iMedia – iCreate				
Music	(Junior Jam) Keyboards				
Spanish	(Junior Jam) Unit 4				
Singing	https://www.singup.org/singing-schools/quick-sings https://www.singup.org/song-bank/sing-up-playlists/singing-schools#c867 Teacher Share – KS1 and KS2 Voices Curriculum and resources - Singing				
P.E. Russell – Y1, Y3, Y5 Leire – Y2	<u>Striking and Fielding - Cricket</u> • Adhere to some basic rules of recognised games such as rounders or cricket • Explain how fielders work together to restrict batters runs • Apply simple tactics to choose where to hit the ball • Strike a ball with some consistency • Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling • Play in simplified games • Bowl accurately • Show ready position to catch a ball • Strike a stationary ball (off tee) with some consistency				

	• Strike a bowled ball with some consistency • Identify how to improve own and others work and be tactful • Field as a team to return the ball to the bowler/base effectively				
	Batting, fielding, bowling, bat, wicket, stump, crease, boundary, run, batsman, bowler, wicketkeeper, innings, forward drive, long barrier, over.				
PSHE Weekly Reflection (Scheme Blocked)	I have a dream – you’ve got to have a dream to have a dream come true	You have brains in your head and feet in your shoes	I am special – 10 fascinating facts about me.	Spring has sprung! Turning over a new leaf.	You’re never too young to change the world
P4C Skills	Explore concepts away from the stimulus. Explore important words in questions				
P4C Enquiries	Resilience and growth mindset		Curriculum area		Gender, culture and diversity