



Year Group: Three

Value Focus: Enjoy

SPRING TERM 1 School Year 2025-2026

RRS: Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

British Values: Individual liberty and Mutual respect

	05/01/2026	12/01/2026	19/01/2026	26/01/2026	02/02/2026	09/02/2026
Whole School Events	Inset Day Establishing Week	Welcome Meetings/Books and Biscuits	After School Clubs and Job Centre starts IEP Meetings X Factor	E1 Moderations Budget closes	Attendance Focus Fortnight Children Mental Health Week HT Open Morning Number Day	Attendance Focus Fortnight Safer Internet Week and Buzz Day
Enrichment	Year 1 Teddy Bear Hospital Chess League	Y3 Ideas Store trip Bow Arts – Reception	Bow Arts Years 1-4	Bow Arts Years 1-4 Janet – KS1 and LKS2	Y3 trip to NPG Cameron – Bank of England Chess League Janet – EYFS + UKS2	Y3 trip to NPG Whiffin – Bank of England Y3 Science Workshops Bow Arts Years 1-4 Year 5 Life Exhibition
Class Read (Story time)	Canon of Literature books: these books are no longer on the curriculum and there are whole class sets so they can be utilised for story time. 0. Whole School Recommended Reading Lists Choose texts from Recommended Reading List					
English Reading	Sam Wu is Not Afraid of the Dark Block 7 Focus on the core text for summarising and authorial intent Focus on the script, report and narrative for retrieval	Sam Wu is Not Afraid of the Dark Block 7 Focus on the core text for comparing and personal response Focus on the lists, poem and discussion text for inference	Sam Wu is Not Afraid of the Dark Block 8 Focus on the core text for prediction and personal response Focus on the narrative, description and instructions for retrieval	Sam Wu is Not Afraid of the Dark Block 8 Focus on the core text for summarising and understanding themes Focus on poem, incident report and information text for inference	Year 3-5 PiXL Assessments Sam Wu is Not Afraid of the Dark Block 9 Focus on the core text for comparing and authorial intent	Sam Wu is Not Afraid of the Dark Block 9 Focus on the report, list and narrative for retrieval
Reading Outcomes	Know: Authors use a range of layout techniques to appeal to the reader An inference is a statement based on evidence and reasoning Be able to: Describe the effectiveness of a layout technique Identify evidence to support an inference		Know: The rule of three groups three things together for greater impact Atmosphere is the overall feeling, emotion or mood created Be able to: Identify different literary techniques in a text Sequence summaries from a text		Know: That slang is a type of informal language A summary of a piece of text is a condensed version that only contains the main points Be able to: Identify and discuss the effect of informal language Interpret notes to organise a text	

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	Flexible week	Non-chronological reports Use trips to write about. (V&A, Docklands Museum, Science Museum etc) Explicit teaching of the grammatical structures and text conventions required	Non-chronological reports (continued after half term) Structural understanding and planning of extended outcome
Writing Outcomes	Know A range of descriptive devices, including metaphors How to form the third person perspective Be able to Build atmosphere through precise selection of vocabulary Construct a simple story plot Sustain the past tense				Know The structure and tone of a non-chronological report How to use paragraphs to organise information Be able to Use a variety of sentence structures Select and use precise and formal 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	Establishing Week Explore length and capacity in preparation for fraction work	Number: Fractions 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 Fraction match Solve problems that involve all of the above NCETM Planning Resources Power Maths , Power Maths NRich: Fraction match , Matching fractions		Number: Fractions Recognise and show, using diagrams, equivalent fractions with small denominators Matching fractions Compare and order unit fractions, and fractions with the same denominator Add and subtract fractions with the same denominator within one whole (for example $\begin{array}{r} 57 \\ 5 \\ \hline 7 \end{array}$ $+$ $\begin{array}{r} 17 \\ 1 \\ \hline 7 \end{array}$ $=$ $\begin{array}{r} 67 \\ 6 \\ \hline 7 \end{array}$) Solve problems that involve all of the above • Apply with missing number work on fractions, incl missing numerators or denominators NCETM Planning Resources Power Maths NRich: Fraction match , Matching fractions		
Maths vocabulary	m/cm/mm, kg/g, l/ml	Unit and non-unit fractions, denominator, numerator, tenth		Unit and non-unit fractions, denominator, numerator, tenth, equivalent		
Maths Basic Skills	1. Know the number of seconds in a minute and the number of days in each month, year and leap year	1. Recall and use multiplication and division facts for the 3, 4 and 8 tables	1. Solve one-step and two-step questions (for example, ‘How many more?’ and ‘How many fewer?’)	1. Recognise and use fractions as numbers: unit fractions and non-unit fractions	1. Estimate the answer to a calculation and use inverse operations to check answers	1. Recall and use multiplication and division facts for the 3, 4 and 8 tables

	2. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods 3. Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	2. Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks 3. Draw 2-D shapes and make 3-D shapes using modelling materials	using information presented in scaled bar charts and pictograms and tables 2. 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 3. Add and subtract numbers with up to three digits, using formal written methods of columnar addition	with small denominators 2. Add and subtract amounts of money to give change, using both £ and p in practical contexts 3. Add and subtract numbers mentally, including a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds	2. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators 3. Recognise 3-D shapes in different orientations and describe them	2. Recognise and show, using diagrams, equivalent fractions with small denominators 3. Estimate the answer to a calculation and use inverse operations to check answers
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?	
	Tier 2 Consequence, contact, force, attract, north, south Tier 3 Magnet, resistance, friction, repel, pole, magnetic field					

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Foundation Subjects (Blocked) • History • Geography • RE • Art • DT • PSHE		Geography Counties and regions of the United Kingdom <u>National Curriculum:</u> • name and locate counties and cities of the United Kingdom • geographical regions and their identifying human and physical characteristics • key topographical features (including hills, mountains, coasts and rivers) <u>Cusp outcomes:</u> • Remember countries and capital cities. What are the regions of England? • What are the cities and counties of the UK? • What are the physical and human landmarks of England and Scotland? • What are the physical and human landmarks of Wales and Northern Ireland? • What are the topological patterns of the UK? What can I see here? • Summarise, present and explain regions, counties, cities and landmarks of the UK.	DT Project on a Page <u>Food- Healthy and varied diet (Itsu)</u> Designing Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. Making Plan the main stages of a recipe, listing ingredients, utensils and equipment. 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. Evaluating Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. Technical knowledge and understanding Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory vocabulary appropriately.	PSHE Computer Safety Making Friends Online be able to identify possible dangers and consequences of talking to strangers online know how to keep safe in online chatrooms be able to name the positives and negatives of using technology understand the difference between safe and risky choices online 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.
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Vocabulary		Tier 2 extensive sophisticated settlement terrain wilderness barren Tier 3 topography landmarks region country scale contour line	name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet planning, design criteria, purpose, user, annotated sketch, sensory evaluations	
Computing	Junior Jam			
Music	Junior Jam			
MFL - 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>Gymnastics</u> • Modify actions independently using different pathways, directions and shapes • Identify similarities and differences in sequences • Perform sequences with contrasting actions • Show strength and flexibility to shapes and actions being performed • Remember and repeat sequences • Adapt basic sequences to include some apparatus • Develop body management over a range of floor exercises sequences describing what they did well • Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle • Comment on others' gymnastics			
	Fluency, contrasting, unison, low, combinations, full turn, half- turn, flexibility, compositional ide as, healthy active lifestyle.			

PSHE Weekly Reflection (Scheme Blocked)	New Year's Resolutions	Be happy on purpose	Enjoy your learning	Thomas Buxton is a Bully Free Zone	Accentuate the positive, eliminate the negative.	Calm Down! Ways to keep your cool.
P4C Skills	Identify concepts in a stimulus. Explore different aspects of a concept.					
P4C Enquiries	PSHE		Religion or spiritual education		Wellbeing	