

Year 3 Spring 1 2026 Week-to-week planner

Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
LW Rapid Catch Up Phase 2, 3 4, 5	Spelling Unit 7 Why do some words end -le, -al, -il or -el?	Spelling Unit 8 Why does 'c' make the sound /s/ in some words?	Spelling Unit 9 How can I spell the sound /zh/?	Spelling Unit 10 What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	Spelling Unit 10 What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	Spelling Unit 11 How can I show missing letters in a word?
	Ed Shed Common Exception Words	Ed Shed Stage 3 Set 13 ai aigh	Ed Shed Stage 3 Set 14 ei eigh	Ed Shed Stage 3 Set 15 ey sounding like ai	Ed Shed Stage 3 Set 16 Suffix ly	Ed Shed Stage 3 Set 17 Homophones
Reading	Comprehension: -Ask questions to improve their understanding of a text -Uses text features to locate information e.g. contents, index, subheadings -Locate and retrieve information using skimming, scanning and text marking - Discuss words and phrases that capture the reader's interest and imagination			Language for Effect -Identify how language, structure and presentation contribute to meaning Inference -Predict what might happen from details stated and implied Themes and Conventions -Read books that are structured in different ways and show some awareness of the various purposes for reading		
Writing	The Wild Life of Animals Outcome: Non-fiction text about an animal LO: To gather and generate rich vocabulary LO: To explore tier 2 vocabulary LO: To sort and group related information LO: To use vocabulary to write simple sentences LO: To use 'and' 'so' 'but' to write a compound sentence. LO: To use 'because' 'when' 'if' 'as' to write a complex sentence. LO: To use a variety of different sentences in a short paragraph			Diary Entry - Spider Diaries Diary Entry LO: To organise paragraphs LO: To vary nouns and pro nouns to avoid repetition LO: To use adverbs and prepositions to express time and place LO: To use emotive language LO: To use past tense		

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	<p>LO: To edit and improve a text LO: To plan and draft my own writing</p>		
<p>Maths</p>	<p>Geometry 3.4/3.6 -To identify and describe the properties of 2D shapes. -To draw 2D shapes. -To identify half and quarter of a given 2D shape. -To identify and describe the properties of 3D shapes. -To make 3D shapes. - To recognise angles as a property of shape. - To recognise angles as a direction of turn. - To identify whether angles are greater than or less than a right angle.</p>		<p>Measurement 3.5/3.7 Addition and Subtraction -To derive associated measurement facts -To measure and compare lengths. -To add and subtract in the context of length. -To add and subtract a three-digit number and ones. -To add and subtract a three-digit number and hundreds. -To add and subtract a three-digit number and tens (not crossing the hundreds boundary). -To add and subtract a three-digit number and tens (crossing the hundreds boundary). -To add and subtract numbers with up to three digits using partitioning. -To estimate the answer to a problem.</p>
	<p>Time 3.9 -To tell and write the time to five minutes, including quarter past and to the hour. -To tell and write the time to five minutes and draw hands on a clock face to show these times. -To tell and write the time from an analogue clock (12 hour)</p>		
<p>Science Animals inc. Humans</p>	<p>-To identify life processes of all living things -To identify and describe food chains -To identify and explain food chains in different habitats.</p>	<p>-To identify that animals, including humans need the right types and amount of nutrition. -To understand they get nutrition from what they eat.</p>	<p>-To identify that humans and some other animals have skeletons and muscles for support, protection and movement Trip to SEARCH museum to explore animal skeletons</p>
<p>Geography</p>	<p>What is a settlement? How is land used in my local area?</p>	<p>Can I explain the location of features in my local area? How has my local area changed over time?</p>	<p>How is land used in Bournemouth? How does land use in Bournemouth compare with my local area?</p>
<p>RE Identity and Judaism</p>	<p>HOOK: Food tasting session based on a Jewish Passover Supper -Exploring the theme of identity for those who follow the Jewish religion -Investigate the meaning of 'identity' -To investigate religious beliefs (Judaism) -To investigate religious symbols related to Judaism and Identity -To show my understanding of Identity for Jewish people.</p>		

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<p>D and T</p>	<p>HOOK: Bringing their monster sketches to life by making a 3D monster using nets</p> <p>D and T - Structures Beasts Fantasy Home (Castle) LO: To recognise how multiple shapes (2D and 3D) are combined to make a stable structure. LO: To design a beast's cage with key features for a given purpose.</p>		<p>LO: To construct 3D nets and make their monster's cage.</p>	<p>LO: To decorate/finish my final product. LO: To evaluate my design and product by answering simple questions.</p>		
<p>PDL Jigsaw Dreams and Goals</p>	<p>No Outsiders Text: The Truth About Old People LO: To recognise a stereotype</p>	<p>Online Safety Appropriate behaviour on and off line</p>	<p>British Values - Liberty Safeguarding Spotlight - Diversity and Difference within Families</p>	<p>Jigsaw -I enjoy facing new learning challenges and working out the best ways for me to achieve them</p>	<p>Jigsaw -I can recognise obstacles which might hinder my achievement and can take steps to overcome them</p>	<p>Jigsaw -I can evaluate my own learning process and identify how it can be better next time</p>
<p>PE Indoor</p>	<p>Wild Animals Respond to Stimuli</p>	<p>Developing character dance into a motif</p>	<p>Extending sequences with a partner in character</p>	<p>Developing sequences with a partner in character that show relationships</p>	<p>Extending dance skills in choreography</p>	<p>Sequences, relationships, choreography and performance</p>
<p>PE Outdoor Tennis</p>	<p>Introduction to tennis: Outwitting an opponent</p>	<p>Creating space to win a point</p>	<p>Consolidate how to win a game</p>	<p>Introduce rackets</p>	<p>Introduce the forehand</p>	<p>Level 1 tournament</p>
<p>Computing</p>	<p>To recognise what a network is</p>	<p>To understand how information moves around a network</p>	<p>To demonstrate how a website works</p>	<p>To identify the components inside a laptop</p>		<p>To understand the purpose of computer parts (CPU and GPU)</p>
<p>Music</p>	<p>Rock Steady Feel Good Friday Music Programme Year 3, Spring 1</p>					
<p>MfL French</p>	<p>Let's count in French</p>	<p>Let's count higher in French</p>	<p>How old are you in French</p>	<p>Reading French numbers</p>	<p>Outdoor games in French</p>	