

Year 3 Spring 2 2026 Week-to-Week planner

Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5
LW Rapid Catch Up Phase 2, 3 4, 5 Edshed	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?	Spelling Unit 12 Why do some longer words have the spelling ti for /sh/?	Spelling Unit 12 Why do some longer words have the spelling ti for /sh/?	Spelling Unit 13 How do I use the possessive apostrophe?
	Ed Shed Stage 3 Set 17 Homophones	Ed Shed Stage 3 Set 18 Challenge words	Ed Shed Stage 3 Set 19 Words ending in al	Ed Shed Stage 3 Set 20 Words ending in le	Ed Shed Stage 3 Set 21 Words ending in ly where the base word is le
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	Egyptian Cinderella Outcome: Character Description LO: To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary LO: To organise writing into logical chunks and write a coherent series of linked sentences for each LO: To draft and write an increasing range of sentence structures (simple, compound and subordination) LO: To make specific vocabulary choices' for description LO: To use figurative language for description		Tomb Raiders Outcome: Explanation LO: To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary LO: To organise writing into logical chunks and write a coherent series of linked sentences for each LO: To draft and write an increasing range of sentence structures (simple, compound and subordination) LO: To make specific vocabulary choices' for description LO: To use figurative language for description		

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	LO: To add detail through vocabulary (technical, vivid language) and explanation LO: To edit and improve a text LO: To plan and draft my own writing		LO: To add detail through vocabulary (technical, vivid language) and explanation LO: To edit and improve a text LO: To plan and draft my own writing		
Maths	Measurement 3.5/3.7 <ul style="list-style-type: none"> To convert cm and mm. To measure accurately in mm To convert cm and mm To measure perimeter 	Time 3.9 <ul style="list-style-type: none"> 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) 	Addition and Subtraction with Statistics 3.10 <ul style="list-style-type: none"> To solve one-step and two-step questions using information presented in pictograms. To solve one-step and two-step questions using information presented in bar charts. To solve one-step and two-step questions using information presented in tables. 		
Science Light and Dark	L.O. To know what light is. L.O. To assess potential hazards when looking at light.	L.O. To investigate light. L.O. To identify and sort objects	LO: To explain how shadows are formed LO: To draw table.	L.O. To investigate shadows. LO: To record findings	L.O. To investigate surfaces which reflect light
History Egyptians	LO: To develop questioning skills using sources about ancient civilisations.	LO: To explain the significance of the River Nile to ancient Egyptian civilisation.	LO: To evaluate the importance of ancient Egyptian hieroglyphics.	LO: To use a range of sources to explore the importance of gods and goddesses in ancient Egypt.	LO: To investigate beliefs about the afterlife in Ancient Egypt. LO: To evaluate continuity and change by identifying what happened to the pharaohs when they died.
RE Salvation Changing Emotions	LO: To understand what is meant by changing emotions	LO: To understand how emotions affect my life and the lives of others	LO: To understand how emotions change during the lead up to Jesus's crucifixion and resurrection.	LO: To understand the sequence of religious events and describe emotions	LO: To understand the value to Christians of remembering the changing
DT Egyptian Collars	LO: To learn how to sew cross stitch and applique	LO: To develop and use a template	LO: To assemble fabric parts into a fabric product	LO: To decorate fabric using applique and cross stitch	
PDL No Outsiders	No Outsiders Text: The Hueys and the New Jumper	Online Safety Sharing Information To understand the ways personal information can	Jigsaw LO: To understand how exercise affects my body and know why my heart	Jigsaw LO: To tell you my knowledge and attitude towards drugs Safeguarding Spotlight	Jigsaw LO: To understand how complex my body is and

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<p>Text: The Hueys and the New Jumper</p> <p>Online Safety Sharing Information</p> <p>Jigsaw Dreams and Goals</p>	<p>LO: To recognise and help an outsider</p>	<p>be shared on the internet.</p>	<p>and lungs are such important organs</p> <p>LO: To know that the amount of calories, fat and sugar I put into my body will affect my health</p>	<p>LO: To identify things, people and places that I need to keep safe from</p> <p>LO: To know some strategies for keeping myself safe, who to go to for help and how to call Emergency Services</p> <p>LO: To identify when something feels safe or unsafe</p>	<p>how important it is to take care of it</p>
<p>PE Indoor Gymnastics Symmetry and Asymmetry</p>	<p>LO: To understand what symmetry is</p>	<p>LO: To understand what asymmetry is</p>	<p>LO: To use symmetry and asymmetry on apparatus</p>	<p>LO: To create and refine a sequence</p>	<p>LO: To perform a polished sequence</p>
<p>PE Outdoor Communication and Tactics</p>	<p>LO: To create and apply simple tactics: Noughts and Crosses</p> <p>LO: To develop leadership</p>	<p>LO: To develop communication skills as a team - Rock, paper, scissors</p>	<p>LO: To communicate as a team: Code Breakers</p>	<p>LO: To communicate to collaborate effectively as a team: Island Hopping</p>	<p>LO: To communicate to create defending and attacking tactics as a team: Capture the Flag</p>
<p>Computing Databases</p>	<p>LO: To understand the terminology around databases.</p>	<p>LO: To compare paper and computerised databases.</p>	<p>LO: To sort, filter and interpret data.</p>	<p>LO: To represent data in different ways.</p>	<p>LO: To sort data for a purpose.</p>
<p>Music</p>	<p align="center">Rock Steady Feel Good Friday Music Programme Year 3, Spring 2</p>				
<p>MfL French In a French Classroom</p>	<p>LO: To understand and respond to simple classroom instructions</p>	<p>LO: To name school bag objects and recognise if they are masculine or feminine.</p>	<p>LO: To ask and answer a question about something you have or do not have</p>	<p>LO: To read and understand short sentences</p>	<p>LO: To prepare and present a short, spoken text in French</p>