

Year 3 Summer 1 2026  
week-to-week planner

| Summer 2           | Week 1  | Week 2  | Week 3   | Week 4   | Week 5   |                             |
|--------------------|---|---|--|--|--|-----------------------------|
| Spelling<br>Year 3 | Words ending -<br>ture<br><br>Words ending dge<br>ge  | Challenge words<br><br>How do w qu<br>change the sounds<br>that a ar or | Prefix re-<br><br>How do w qu<br>change the sounds<br>that a ar or   | Prefix dis-<br><br>Swapping y for 'i'<br>when using -es<br>suffix  | -ing -er -ed to<br>multisyllabic words   | Using ey for 'ee'<br>sound. |
| SPaG               | <b>SPaG</b><br>-Use conjunctions to express time, place and cause<br>-Use capital letters and full stops accurately in a sentence<br>-Recognise the difference between questions, statements and commands   |   | <b>SPaG</b><br>-time and causal conjunctions adjectives to describe<br>-adverbs<br>-Use capital letters and full stops accurately in a sentence<br>-use a rhetorical question for effect |  | <b>SPaG</b><br>-Use capital letters and full stops accurately in a sentence<br>-adverbial openings with a comma<br>-CEW spelling<br>-homophones<br>-use first person |                             |
| Reading            | <b>Comprehension:</b><br>-Ask questions to improve their understanding of a text<br>-Uses text features to locate information e.g. contents, index, subheadings<br>-Locate and retrieve information using skimming, scanning and text marking<br>- Discuss words and phrases that capture the reader's interest and imagination |   |  | <b>Language for Effect</b><br>-Identify how language, structure and presentation contribute to meaning<br><b>Inference</b><br>-Predict what might happen from details stated and implied<br><b>Themes and Conventions</b><br>-Read books that are structured in different ways and show some awareness of the various purposes for reading |  |                             |
| Writing            | <b>What a Waste</b> , information page<br>- Organisation and paragraphing<br>- Fact and opinion   |   |  | <b>The Lorax</b> , setting description<br>- Adverbials for place<br>- Contrasting descriptive vocabulary   |  |                             |

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|--|--|---|--|--|---|--|
|  | <ul style="list-style-type: none"> <li>- Use of conjunctions if, when, although because</li> <li>- Oral rehearsal of sentences - grammatically correct</li> <li>- Writing in paragraphs</li> </ul>   |   | <ul style="list-style-type: none"> <li>- Oral rehearsal of sentences - grammatically correct</li> <li>- Use a range of conjunctions</li> </ul> |  |   |  |
| <b>Maths</b><br>Year 3                                     | <p>Statistics 3.10<br/>To solve one-step and two-step questions using information presented in pictograms.<br/>To solve one-step and two-step questions using information presented in bar charts.<br/>To solve one-step and two-step questions using information presented in tables.</p> | <p>Fractions 3.9<br/>To recognise, find, and write unit fractions of a discrete set of objects.<br/>To recognise, find, and write non-unit fractions of a discrete set of objects.<br/>To recognise and use fractions as numbers.</p> | NFER   | <p>Addition and Subtraction 3.10/3.13<br/>To compare and order numbers up to 1000.<br/>To use representations to show compositions of 100 and 1000.<br/>To use a number line to estimate and position numbers up to 1000.<br/>To solve addition and subtraction problems.<br/>To add numbers using formally written methods.<br/>To subtract numbers using formally written methods.</p> |   |  |
| <b>Science</b><br>Plants                                   | <p>Planning stage<br/>How does light affect how plants grow?</p>   | <p>To name the different parts of flowering plants and explain their jobs.</p>  | <p>To record my observations using tables and diagrams</p>   | <p>To record my observations using tables and diagrams</p>   | <p>To record my findings in a bar charts</p>  | <p>To draw conclusions and present my findings</p>   |
| <b>Geography</b><br>What are rivers and how are they used? | <p>What is the water cycle?<br/><br/>To describe how the water cycle works.</p>  | <p>How is a river formed?<br/><br/>To recognise the features and courses of a river.</p>  | <p>Where can we find rivers?<br/><br/>To name and locate some of the</p>   | <p>How are rivers used?<br/><br/>To describe how rivers are used</p>   | <p>What can we find out about our local river?<br/>To identify and locate human and</p> | <p>What features does our local river have?<br/>To collect data on the features of a local river</p> |

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|  |  |   | world's longest rivers   |  | physical features on a map.  |   |
| <b>RE</b><br>The Passover  | I can describe what freedom means to me  | I can describe how different people's circumstances affect people's freedom |  | I can describe how freedom is shown within the Exodus story  | I can understand the value of celebrating Freedom through Passover   | I can understand the importance of the Seder Plate to the Jewish people   |
| <b>Art</b>   | Research the sculpture work of Edgar Davis   |   |  | Create shapes and form using recycled materials  |  |   |
|  | Drawing and collecting ideas from the natural world - drawing fish                             |   |  | Add pattern and colour to sculpture using paint  |  |   |
|  | Looking at different ways of creating form and shape   |   |  |  |  |   |
| <b>Jigsaw - Relationships</b><br><br><b>Six Strands - Independence</b> | British Values<br><br>Tolerance of those with different faiths and beliefs<br><br>Independence | No Outsiders<br><br>Text: Beegu<br><br>LO: To be welcoming                  | Safeguarding Spotlight<br><br>Appropriate Behaviour on and offline | Jigsaw<br>To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females | Jigsaw<br>To identify and put into practice some of the skills of friendship eg. taking turns, being a good listener | Jigsaw<br>To explain how some of the actions and work of people around the world help and influence my life<br><br>To understand how my needs and rights are shared by children around the world and can identify how our lives may be different. |

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| <b>Outdoor - Athletics</b>                              | Sprinting: Explore running for speed   | Sprinting: Explore acceleration   | Introduce relay: Running for speed in a team                           | Develop relay: Running for speed in a team                                 | Throwing: Accuracy vs distance   | Jumping for distance: Standing Long Jump   |
| Problem Solving<br><b>What makes an effective team?</b> | <b>Cooperation and responsibility</b><br>Benches and mats challenge                | <b>Communication</b><br>Around the clock challenge  | <b>Collaboration and communication</b><br>The pen challenge            | <b>Motivating each other</b><br>The River Rope Challenge                   | <b>Collaboration and communication</b><br>Caving challenges  | <b>Leadership</b><br>Noughts and Crosses   |
| <b>Computing</b><br>Emailing                            | To use my email and password to log onto Google Classroom                          | To attach a picture using copy and paste and write a message to post in the class community chatroom. | To use the functions of copy and paste from a Word document to log on. | To understand the importance of being kind online. write and send an email | To recognise when an email is not genuine  | To know when it is ok to share work online |
| Music   | Rock Steady Feel Good Friday Music Programme Year 3, Summer 1                      |   |  |  |  |  |
| <b>MfL</b><br>French<br>Transport                       | Transport language detectives<br>Compare French with English and identify cognates |   | How shall we travel in France?<br>To make changes to simple phrases    |  | On the road in France<br>To be able to adapt, ask and answer questions about a picture<br><br>Travel the world speaking French<br>To be able to describe a journey |  |