

Termly Planning Overview: 2025-26 Spring Term 2

	Week 1	Week 2	Week 3	Week 4	Week 5			
<i>School events</i>		RE Focus Week U9 Football Tournament	British Science Week Assessment Week	Class Assembly	Parent Evening Church Service MFL Day			
<i>Outdoor Learning</i>	PSHE warm ups, Maths games, French games.							
<i>Zones of Regulation</i>	Our Behaviour impacts the feelings of those around us	The Zones in Video	Me in my Zones Understanding Different Perspectives	How do I feel?	My Zones Across the Day			
<i>Growth Mindset</i>	Mindset Trumps: Characteristics of an effective learner; suggesting justification for awards; creating a simple game.							
<b>ENGLISH</b>	<b>Text: The Crow's Tale</b>	<b>Text: The Crow's Tale</b>	<b>Text: We Travel So Far</b>	<b>Text: We Travel So Far</b>	<b>Text: What is Pink?</b>			
<b>Phonics/Spelling</b>	The Suffix –ous	Statutory word list and adding prefixes and suffixes to these where appropriate.	Endings which sound like /ʒen/ -sion	Endings which sound like /ʃən/ spelt –tion, – sion, –ssion, – cian	Y3 Recap and Review of words and rules.			
<b>Reading</b>	Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the	Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself,	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying	. Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself,			

	reader's interest and imagination.	taking turns and listening to what others say	justifying inferences with evidence clearly taken from the text	inferences with evidence clearly taken from the text.	taking turns and listening to what others say			
<b>Composition</b>		Writing to inform. To write a Persuasive text – a letter of why they are the bravest or the best.		Writing to inform. To write a non-chronological report about an animal in the style of 'We travel so far'– 'We are the...description, how we travel, how we change, how we move, our eggs, the weather affects us etc	Writing to entertain. To write a colour poem with rhyming couplets.			
<b>Handwriting</b>	<b>Practising consistency in spacing: sce</b>	<b>Practising using a diagonal join: un</b>	<b>Practising the horizontal join: re</b>	<b>More practice joining to the letter y: ly</b>	<b>Practising speedwriting</b>			
<b>Vocabulary, Grammar &amp; Punctuation</b>	Using fronted adverbials Fronted adverbials [for example, Later that day, I heard the bad news.] Use of commas after fronted		Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.		Using grammatical terminology: determiner. Using the present perfect form of verbs in contrast to the past tense.			

	adverbials. Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]							
<b>MATHS</b>								
<b>Fluency</b>	TTRS Fluent in 5. Mastering Number.	TTRS Fluent in 5. Mastering Number.	TTRS Fluent in 5. Mastering Number.	TTRS Fluent in 5. Mastering Number.	TTRS Fluent in 5. Mastering Number.			
<b>Main Learning Focus</b>	<b>Length &amp; Perimeter</b> TP3 Perimeter on a grid TP4 Perimeter of a rectangle TP5 Perimeter of rectilinear shapes TP6 Find missing lengths in rectilinear shapes	<b>Length &amp; Perimeter</b> TP7 Calculate the perimeter of rectilinear shapes TP8 Perimeter of regular polygons TP9 Perimeter of polygons End of Unit Assessment	<b>Fractions</b> TP1 Understand the whole TP2 Count beyond 1 TP3 Partition a mixed number	<b>Fractions</b> TP4 Number lines with mixed numbers TP5 Compare and order mixed numbers TP6 Understand improper fractions TP7 Convert mixed numbers	<b>Length &amp; Perimeter</b> TP4 Perimeter of a rectangle TP5 Perimeter of rectilinear shapes TP6 Find missing lengths in rectilinear shapes TP7 Calculate the perimeter of			

				to improper fractions TP8 Convert improper fractions to mixed numbers	rectilinear shapes TP8 Perimeter of regular polygons			
<b>Computing:</b>	Online Safety lesson 4 <b>Creating media</b> Website design							
<b>Science:</b>	<b>Great Science Share - Working scientifically</b> <b>Energy: Sound and vibrations</b> Exploring different ways of producing sounds, children learn about the relationship between vibrations and what they hear. Pupils explore how pitch and volume can be altered and how sound can be insulated using different materials.							
<b>History or Geography:</b>	<b>Where does our food come from?</b> Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.							
<b>Art &amp; Design or Design Technology:</b>	<b>Mechanical Systems: Making a slingshot car</b> Using a range of materials, design and make a car with a working slingshot mechanism and house the mechanism using a range of nets.							
<b>Music:</b>	<b>Samba and carnival sound and instruments</b> Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.							
<b>French:</b>	<b>French numbers, calendars and birthdays</b>							
<b>PSHE/RSE:</b>	<b>Healthy Me:</b> I recognise how different friendship groups are formed, how I fit into them and the friends I value the most. I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations. I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol. I can recognise when people are putting me under pressure and can explain ways to resist this when I want. I know myself well enough to have a clear picture of what I believe is right and wrong.							

<b>RE:</b>	<p><b>Strand:</b> Reality &amp; Truth  <b>Key Question:</b> Does prayer make a difference and how do Christians know? <b>Religion:</b> Christianity</p>
<b>PE:</b>	<p><b>Dance</b>  To move using a range of patterns.  To link movement patterns together showing consistency.  Work on your own, with a partner and in a group.  Create, practise, and perform more complex dances  To experiment with speed, tension and continuity.  To perform actions with clarity of movement.</p> <p><b>Tag Rugby</b>  To pass and catch on the move.  To keep in a horizontal line with others when running.  To pass the ball backwards.  To apply simple attacking tactics.  To apply simple defending tactics.  To play games against others working as a team.</p>