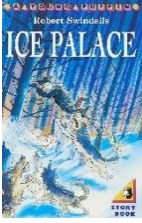
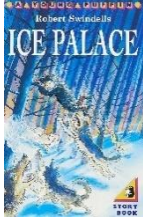
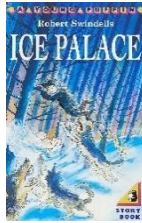
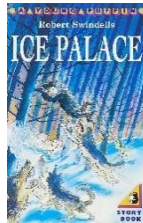
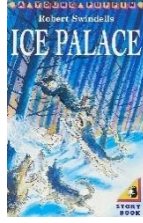




St Alban's C.E Primary School  
 Year 3 Half Term Overview Summer 2 2026  
 Spiritual Value: Creativity

	1 <sup>st</sup> June	8 <sup>th</sup> June	15 <sup>th</sup> June	22 <sup>nd</sup> June	29 <sup>th</sup> June	6 <sup>th</sup> July	13 <sup>th</sup> July
English Key Text and Learning	 <p>Key text: <i>Ice Palace</i></p> <p>LO: To make predictions about a text.</p> <p>LO: To make inferences about a text.</p> <p>LO: To order and sequence a story.</p>	 <p>Key text: <i>Ice Palace</i></p> <p>LO: To construct sentences in the present perfect tense</p> <p>LO: To understand the features of a newspaper article.</p> <p>LO: To plan and write a newspaper report.</p>	 <p>Key text: <i>Ice Palace</i></p> <p>LO: To understand the mood and atmosphere of the book.</p> <p>LO: I can edit and change the story.</p> <p>LO: I can construct my own narrative.</p>	 <p>Key text: <i>Ice Palace</i></p> <p>LO: To use inverted commas with added detail for cohesion</p> <p>LO: To use comparative conjunctions in sentences</p> <p>LO: To act out a conversation between two characters</p>	 <p>Key text: <i>Ice Palace</i></p> <p>LO: To write in first person.</p> <p>LO: To use fronted adverbials to improve my sentences</p> <p>LO: To plan a recount</p> <p>LO: To write a recount.</p>	 <p>Key text: <i>Ice Palace</i></p> <p>LO: To use a thesaurus to select better synonyms.</p> <p>LO: To use sensational language.</p> <p>LO: To use direct speech correctly punctuated.</p>	 <p>Key text: <i>Ice Palace</i></p> <p>LO: To understand the features of a persuasive letter.</p> <p>LO: To use persuasive language.</p> <p>LO: To plan a persuasive letter.</p> <p>LO: To write a persuasive letter.</p>
English Grammar	<p>LO: To use figurative language to improve my descriptions.</p> <p>LO: To use superlative adjectives for persuasion</p>	<p>LO: To use subordinating conjunctions</p> <p>LO: To use a range of sentence lengths</p>	<p>LO: To understand and use apostrophes for contraction</p> <p>LO: To understand and use apostrophes for possession</p>	<p>LO: To understand the purpose of paragraphs</p> <p>LO: To select appropriate adjectives</p>	<p>LO: To use the past tense and first person for a recount.</p> <p>LO: To proof read for spelling and punctuation errors</p>	<p>LO: To identify and use past tense verbs correctly in writing</p> <p>LO: To use commas correctly in lists and to punctuate dialogue</p>	<p>LO: To understand and use expanded noun phrases to add detail</p> <p>LO: To use commas correctly to separate</p>

	LO: To proof read for spelling and punctuation errors	LO: To proof read for spelling and punctuation errors	LO: To proof read for spelling and punctuation errors	and adverbs for description  LO: To proof read for spelling and punctuation errors		LO: To proof read for spelling and punctuation errors	clauses and items in lists  LO: To proof read for spelling and punctuation errors
English Spelling		Adding il- and revising un-, in-, mis-, dis-	The c sound spelt -que and the g sound spelt -gue	Adding the in- to words beginning with r	Adding the suffix -ion	Adding the suffix -ion	Consolidation
Maths	<u>Time</u>  LO: To understand hours and minutes.  LO: To use minutes and seconds.  LO: To understand units of time.  LO: To solve problems with time.	<u>Shape</u>  LO: To understand turns and angles.  LO: To understand right angles.  LO: To compare angles.	<u>Shape</u>  LO: To measure and draw accurately.  LO: To understand horizontal and vertical.  LO: To understand parallel and perpendicular.	<u>Shape</u>  LO: To recognise and describe 2D shapes.  LO: To draw polygons.  LO: To recognise and describe 3D shapes.  LO: To make 3D shapes.	<u>Statistics</u>  LO: To interpret pictograms.  LO: To draw pictograms.  LO: To interpret bar charts.  LO: To draw bar charts.	<u>Statistics</u>  LO: To collect and represent data.  LO: To read two-way tables.  To collect data from a two-way data.	<u>Review and consolidation of this term's taught skills.</u>
Science <i>Making Connections</i>	To revise the units States of matter and Classification and changing habitats.	To revise the unit Electricity and circuits.	To revise the units States of matter and Sound and vibrations.	To revise the unit Digestion and food.	To revise the unit States of matter.	To plan and conduct an investigation.	To write a scientific report.
Geography <i>Why are rainforests important to us?</i>	Where in the world are tropical rainforests?	What is the amazon rainforest like?	Who lives in the rainforest?	How are rainforests changing?	How is our local woodland used?	How is our local woodland used? Data Collection	How is our local woodland used? Findings
RE <i>Why is the liturgy important to Christians?</i>	What are the main ingredients of Christian public worship and why?	What might be the role of liturgy for Christians in building their relationships with God, with each	How do individuals respond to different elements of The Liturgy and how are they changed by their experiences?	What might be the role of liturgy for Christians in building their relationships with God, with each	What might be the role of liturgy for Christians in building their relationships with God, with each	How would you create a liturgy for your school or your parish?	Christianity Consolidation

		other and with themselves?		other and with themselves?	other and with themselves?		
DT <i>Textiles - Fastenings</i>	Exploring fastenings	Designing my book sleeve: to design a product to meet a design criteria.	Paper mock up and preparing fabric - to make and test a paper template.	Making a book sleeve	Making a book sleeve	Making a book sleeve	Evaluating the finished product
Computing <i>We are makers - coding from micro-bit</i>	To learn about the micro:bit, and how to create a program using Make Code.	To read a micro:bit program and predict what it will do.	To modify a micro:bit program	To create a micro:bit program to simulate rolling two dice.	To plan a micro:bit program.	To code and test their own micro:bit project.	To code and test their own micro:bit project.
French <i>Presenting myself</i>	To consolidate key greetings in French as well as how to express feelings in French.	To learn how to ask and answer the question Comment t'appelles-tu ?	To learn numbers 11-20 and be able to count from 1-20 in French.	To learn how to ask and answer the question Quel âge as-tu ?	To learn how to ask and answer the question Quel âge as-tu ?	To learn how to ask and answer the question Où habites-tu ?	To learn how to ask and answer the question Où habites-tu ?
PE	Tennis and Outdoor athletics	Tennis and Outdoor athletics	Tennis and Outdoor athletics	Tennis and Outdoor athletics	Tennis and Outdoor athletics	Tennis and Outdoor athletics	Tennis and Outdoor athletics
PSHE	Friendships  To understand rights in a friendship	Friendships  To understand rights in a friendship	Friendships  To understand responsibilities in a friendship	Friendships  To understand rights and responsibilities in a friendship	Changing adolescent bodies Understanding that bodies change as we grow older	Changing adolescent bodies Understanding how bodies change as we grow older	Changing adolescent bodies Understanding why looking after my body is important as I grow
Music <i>The Show Must Go On: How does music relate to our environment?</i>	Exploring how music can reflect natural environments and weather	Exploring how music can reflect natural environments and weather	Creating rhythms inspired by natural sounds	Composing simple soundscapes using environmental themes	Understanding and using dynamics and tempo to represent environmental changes	Singing and performing songs about the environment with control and expression	Reflecting on how music can raise awareness and inspire change about environmental issues
Enrichment Opportunities	University	University	University Summer Fair	University Year 3/4 books and biscuits Year 3/4 collective worship	University	KS2 Sports Day	