

	Year 3 - Spring 1					
	Week 1 INSET	Week 2	Week 3	Week 4	Week 5	Week 6
Themed Days Year groups to map in trips for Spring 1 & spring 2		16 th Jan – Isra Wal Mi'raj		1 st – 7 th Feb – World Interfaith Harmony Week 1 st Feb World Hijab Day 2 nd Feb – World Wetlands Day		11th Feb – Safer Internet Day
English Core Texts	Escape from Pompeii Way Home Use the five senses (sight, sound, smell, touch, taste) to create vivid imagery, helping readers picture Narnia's magical setting. Use expanded noun phrases (e.g., "the snow-covered forest glistening under the moonlight") to add depth and detail. Use powerful verbs and adverbs to describe movement and atmosphere, e.g., "The icy wind howled menacingly through the trees." Show the mood and tone through descriptive choices that reflect the setting's emotional impact. Develop an understanding of a character's thoughts, feelings, and motivations. Use first-person language to create an authentic voice. Incorporate emotive and expressive vocabulary to reflect the character's state of mind. Use rhetorical questions, exclamations, and varied sentence structures for dramatic impact. Organise the monologue with a clear introduction, development of ideas, and a reflective or dramatic conclusion. Use cohesive devices to connect ideas and provide reasoning. Apply punctuation such as question marks, ellipses and exclamation marks to convey pauses, strong emotions, or shifts in tone.					
Writing outcomes	Newspaper report Narrative writing Diary recount Incidental piece					
Deen	Topic: Prophets of Allah L.O: To learn about the characteristics of a Prophet.	Topic: Life after death L.O: I know the stages of life after death and how to prepare for the questioning in the grave.	Topic: Ramadan L.O: To understand why Ramadan is a special month for Muslims.	Topic: Ramadan L.O: To identify the 5 signs of Laylatul Qadr.	Topic: Quran L.O: To understand the beauty of the Quran.	Assessment Week
RE	Topic: What do Muslims believe? L.O: To appreciate that the centrality within	Topic: What do Muslims believe? L.O: To understand that, for Muslims,	Topic: What do Muslims believe? L.O: To recognise the enormous	Topic: What do Muslims believe? L.O: To understand the importance of	Topic: What do Muslims believe?	Topic: What do Muslims believe? L.O: Writing outcome based on topic

	Islam of harmony with God (denoted by the root slm in the words Islam, Muslim and salam).	God (Allah) is beyond human comprehension and that there is nothing greater than God.	significance of Muhammad and the Qur'an in helping Muslims to understand God's revelation of himself to humanity.	divine unicity (Tawhid) in the Islamic view of God. • To recognise that although God cannot be explained, God's attributes can be expressed through the 99 names of God.	L.O: To appreciate the close integration of believing, behaving and belonging in Islam and how these are represented through the Five Pillars.	
PSHE	Topic: Dreams and Goals L.O: I can tell you about a person who has faced difficult challenges and achieved success	Topic: Dreams and Goals L.O: I can identify a dream/ambition that is important to me	Topic: Dreams and Goals L.O: I enjoy facing new learning challenges and working out the best ways for me to achieve them	Topic: Dreams and Goals L.O: I am motivated and enthusiastic about achieving our new challenge	Topic: Dreams and Goals L.O: I can recognise obstacles which might hinder my achievement and can take steps to overcome them	Topic: Dreams and Goals L.O: I can evaluate my own learning process and identify how it can be better next time
Maths	Number: Multiplication and Division B Multiples of 10 To use related calculations To use reasoning for multiplication To multiply a 2-digit number by a 1-digit number no exchange	Number: Multiplication and Division B To multiply a 2-digit number by a 1-digit number with exchange To link multiplication and division To divide a 2-digit number by a 1-digit number no exchange To divide a 2-digit number by a 1-digit number flexible partitioning	Number: Multiplication and Division B To divide a 2-digit number by a 1-digit number with remainders To use scaling To explore multiple strategies End of Block Assessment	Measurement: Length and Perimeter To measure in m, cm To measure in mm To measure in cm and mm To find equivalent lengths m,cm To find equivalent lengths cm, mm	Measurement: Length and Perimeter To compare lengths To add lengths To subtract lengths To understand perimeter To measure perimeter	Consolidate
Science	Forces and Magnets L.O: What is a contact force?	Forces and Magnets L.O: What is a contact force?	Forces and Magnets L.O: How do different surfaces affect the movement of objects?	Forces and Magnets L.O: How do different surfaces affect the movement of objects?	Forces and Magnets L.O: What is a magnet and how does it work?	Forces and Magnets L.O: What is a magnet and how does it work?
Computing	Lesson 3: iSafe L.O To understand some of the ways we can protect ourselves online against manipulation	Lesson 1: iNetwork L.O: To understand what a network is	Lesson 2: iNetwork To know key parts of a computer network	Lesson 3: iNetwork To understand that the internet is the physical connections between computers and networks	Lesson 4: iNetwork To understand that devices on networks have a unique address	Lesson 5: Assessment

Geography	Why do people live near volcanoes? LO: How is the earth constructed?	Why do people live near volcanoes? LO: Where are mountains found?	Why do people live near volcanoes? LO: Why and where do get volcanoes?	Why do people live near volcanoes? LO: What are the effects of a volcanic eruption?	Why do people live near volcanoes? LO: What are earthquakes and where do we get them?	Assessment
Art/DT	Digital world: Wearable Technology LO: To research and evaluate existing products.	Digital world: Wearable Technology LO: To develop design criteria	Digital world: Wearable Technology LO: To use code to program and control a product	Digital world: Wearable Technology LO: To develop and communicate ideas	Digital world: Wearable Technology LO: To develop ideas through computer-aided design	Topic: Digital world: Wearable Technology LO: To improve a design-based feedback L.O:
Music	Topic : UNITY Musical Focus Exploring Sounds Singing Experiment with, create, select and combine sounds using the interrelated dimensions of music <u>Nasheed Focus</u> <u>Lean on me</u>	Topic : UNITY Musical Focus Exploring Sounds Singing Experiment with, create, select and combine sounds using the interrelated dimensions of music <u>Nasheed Focus</u> <u>Lean on me</u>	Topic : UNITY Musical Focus Exploring Sounds Singing Experiment with, create, select and combine sounds using the interrelated dimensions of music <u>Nasheed Focus</u> <u>Bridge over troubled water</u>	Topic : UNITY Musical Focus Exploring Sounds Singing Experiment with, create, select and combine sounds using the interrelated dimensions of music <u>Nasheed Focus</u> <u>Bridge over troubled water</u>	Topic : UNITY Musical Focus Exploring Sounds singing Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the interrelated dimensions of music <u>Nasheed Focus</u> <u>TLB Bullying</u>	Assessment
PE	Topic: Sports hall athletics L.O: To run in different directions and at different speeds, using a good technique	Topic: sports hall athletics L.O: To improve throwing technique	Topic: sport shall athletics L.O: To reinforce jumping techniques.	Topic: sports hall athletics L.O: To understand the relay and passing the baton.	Topic: sports hall athletics L.O: To choose and understand appropriate running techniques	Assessment
Arabic	Countries L.O: To name countries in Arabic and the country that you live in	Cities L.O: To describe your town or village	House and Flat L.O: To describe your house	Furniture L.O: To describe the furniture in your bedroom	Furniture L.O: To learn some furniture and to describe what you do in the lounge	Revision & Assessment

Quran	Memorisation	Memorisation	Memorisation	Memorisation	Memorisation	Revision & Assessment
	Al-Fajr	Al-Fajr	Al-Fajr	Al-Fajr	Al-Fajr	
	1 - 5	5-10	10-13	13-15	1-15	
	Reading	Reading	Reading	Reading	Reading	
	Al-Qaida	Al-Qaida	Al-Qaida	Al-Qaida	Al-Qaida	
	Revision	Revision	Revision	Revision	Revision	
	Al-Qadr,	Al-Qadr,	Al-Qadr,	Al-Qadr,	Al-Qadr,	
	Al-Bayinah &	Al-Bayinah &	Al-Bayinah &	Al-Bayinah &	Al-Bayinah &	
	Az-Zalzalah	Az-Zalzalah	Az-Zalzalah	Az-Zalzalah	Az-Zalzalah	
	Hij/A	Hij/A	Hij/A	Hij/A	Hij/A	
	Ya-Seen -12 - 14	Ya-Seen 14 -16	Ya-Seen 16-18	Ya-Seen 18-20	Ya-Seen 1-20	