



Year 3

Spelling, English, Maths and Foundation Subjects Medium Term Plan **Autumn 1 2025-26**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
SPELLING	Step 1 (KS1 recap): Words where the digraph ‘ou’ makes an /ow/ sound mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud	Step 2: Words where the digraph ‘ou’ makes a /u/ sound touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish	Step 3: Words where ‘y’ makes an /i/ sound symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics	Step 4: Words ending in ‘-sure’ treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure	Step 5: Words ending in ‘-ture’ adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture	Step 6: LKS2 Statutory Words actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular	<i>Revision Week</i>
ENGLISH	Core text / inspirations: Toys in Space (character description), France (non-chronological report)						
	Purposes for Writing: a character description to entertain, a non-chronological report to inform						
	Vocabulary, Grammar and Punctuation	Composition Planning		Composition Drafting and Writing		Composition Evaluating and Editing	
	•Use spaces between words •Use capital letters for names of people, the days of the week and the personal pronoun I •Use full stops . •Use apostrophe ’ for possessive singular •Use commas , for lists •Use regular plural noun suffixes –s or –es •Use suffixes that can be added to verbs, including where some change is needed to the spelling (e.g. cried) •Learn how the prefix un– changes the meaning of verbs and adjectives	•plan their writing using the Spotland Planning for Writing Framework by: - discussing a quality model text to understand its purpose and learn from its structure, vocabulary and grammar - discussing and recording ideas		•write for different purposes (entertain, inform) •compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures		• assess the effectiveness of their own and others’ writing against the purpose and suggest improvements • propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read their own writing aloud to a group or the whole class, using appropriate intonation	

	•Form nouns using a range of suffixes, prefixes [e.g. super-, anti-, auto-] and compounding Form of adjectives using suffixes such as –ful, –less •Use the suffixes –er, –est in adjectives •Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] •Make sentences with different forms: statement •Use subordinating conjunctions for cause if, when, because, that •Use expanded noun phrases with two adjectives to describe and specify [e.g. the beautiful, blue butterfly]			and controlling the tone and volume so that the meaning is clear
--	---	--	--	--

MATHS	Number and Place Value		Addition and Subtraction	
	Represent numbers to 100 Partition numbers to 100 Number line to 100 Hundreds Represent numbers to 1,000 Partition numbers to 1,000 Flexible partitioning of numbers to 1,000 Hundreds, tens and ones Find 1,10 or 100 more or less Number line to 1,000 Estimate on a number line to 1,000 Compare numbers to 1,000 Order numbers to 1,000 Count in 50s		Apply number bonds within 10 Add and subtract 1s Add and subtract 10s Add and subtract 100s Spot the pattern Add 1s across a 10 Add 10s across a 100 Subtract 1s across a 10 Subtracts 10s across a 100 Make connections Add two numbers (without exchanging, across a 10, across a 100) Subtract two numbers (without exchanging, across a 10, across a 100) Add 2-digit and 3-digit numbers Subtract a 2-digit from a 3-digit number Complements to 100 Estimate answers Inverse operations	

		Make decisions				
SCIENCE	Unit: Movement and nutrition					
	L.O. - To explain the role of a skeleton. To group animals based on their physical properties	L.O. - To recognise the main bones in the body. To measure and sort data	L.O. - To explain how muscles are used for movement. To explore scientific advances.	L.O. - To explain how food is an essential energy source for animals. To gather and compare data to answer questions.	L.O. - To identify the main nutrient groups and their simple functions. To record information using secondary sources.	L.O. - To explain what makes a balanced diet. Science in action To explore how knowledge has progressed over time and how different jobs use this information
Outcomes	Recall the three key functions of the skeleton (movement, support and protection). Describe a vertebrate, invertebrate, endoskeleton and exoskeleton. Identify and name the skull, spine, ribs and pelvis on a diagram. Recall that muscles cause movements in the body, some of which we control by choice and that they cause a movement by shortening and pulling on a bone. Recall that animals, including humans, need to eat food to survive. Describe some examples of how energy is used by the body and make comparisons about the energy demands between people. List some of the seven nutrient groups, name foods that are good sources of them and describe what they are needed for in the body. Compare two different meals and explain which is more balanced by naming the nutrient groups and commenting on the relevant proportions. Use information about skeletons to group animals. Record measurements of different bones and use the data to sort them into size order. Describe some ways scientific research has improved the field of bionics/prosthetics, such as the choice of materials or linking their movement to muscles in the arm.					

	Find relevant data on food packaging and make numerical comparisons. Summarise key information using secondary sources. Describe some changes to scientific knowledge and jobs that require this information.					
HISTORY	Unit: Would you like to live in the Stone Age, Iron Age or Bronze Age?					
	L.O. - To recognise the chronology and significance of prehistory.	L.O. - To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae.	L.O. - To use archaeological evidence to investigate the Bronze Age	L.O. - To use deductions to explain how bronze transformed prehistoric life.	L.O. - To understand the importance of trade during the Iron Age	L.O. - To compare settlements in the Neolithic period and Iron Age by exploring continuity and change.
Outcomes	Understand that prehistory was a long time ago. Accurately place AD and BC on a timeline. Identify conclusions that are certainties and possibilities based on archaeological evidence. Explain the limitations of archaeological evidence. Use artefacts to make deductions about the Amesbury Archer's life. Identify gaps in their knowledge of the Bronze Age. Explain how bronze was better than stone and how it transformed farming. Explain how trade increased during the Iron Age and why coins were needed. Identify changes and continuities between the Neolithic and Iron Age periods. Explain which period they would prefer to have lived in, providing evidence for their choice.					
GEOGRAP	Unit: Geography taught in Autumn 2					

Outco						
ART	Unit: Drawing: Growing Artists					
	L.O. - To recognise how artists use shape in drawing.	L.O. - To understand how to create tone in drawing by shading. To understand how to create tone in drawing by shading.	L.O. - To understand how texture can be created and used to make art.	L.O. - To apply observational drawing skills to create detailed studies.	L.O. - To explore composition and scale to create abstract drawings.	L.O. -
Outcomes	Know the difference between organic and geometric shapes. Use simple shapes to form the basis of a detailed drawing. Use shading to demonstrate a sense of light and dark in their work. Shade with a reasonable degree of accuracy and skill. Blend tones smoothly and follow the four shading rules. Collect a varied range of textures using frottage. Use tools competently, being willing to experiment. Generate ideas mostly independently and make decisions to compose an interesting frottage image. Make considered cuts and tears to create their ideas. Understand how to apply tone, with some guidance about where to use it. Draw a framed selection of an image onto a large scale with some guidance. Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way					
D.T	Unit: Cooking and nutrition – Eating Seasonally					

	L.O. – To know that climate affects food growth	L.O. – To understand the advantages of eating seasonal foods grown in the UK	L.O. – To create a recipe that is healthy and nutritious using seasonal vegetables	L.O. – To safely follow a recipe when cooking	L.O. -	L.O. -
Outcomes	Explain that fruits and vegetables grow in different countries based on their climates. Understand that ‘seasonal’ fruits and vegetables are those that grow in a given season and taste best then. Know that eating seasonal fruit and vegetables has a positive effect on the environment. Design their own tart recipe using seasonal ingredients. Understand the basic rules of food hygiene and safety. Follow the instructions within a recipe.					
R.E.	Unit: What do different people believe about God? (Christians, Muslims and Hindus)					
	L.O. - ‘Seeing is Believing’ – is it?	L.O. - What do I think about believing in God?	L.O. - What do Christians believe about God? Four Christian ideas: is God love? Is God ‘our Father’? Is God light? Is God the Creator?	L.O. - What do Christians believe about God? What is the Trinity?	L.O. - What do Christians believe about God? How is the Trinity shown in the Biblical story of the baptism of Jesus?	L.O. - What do Muslims believe about Allah? Ninety Nine Beautiful Names: what do they tell us about God in Muslim life?

Outcomes	Describe some things we cannot see but do believe in					
	Think of reasons why some people believe in God and some do not					
	Consider questions such as: what is God like? If God is invisible, can we imagine what God is like?					
	Look for similarities and differences between different ideas about God					
	Give simple reasons for their own ideas and metaphors					
	Find out more about Christian metaphors for God					
	Discover what Christians mean when they say ‘Father, Son and Holy Spirit’ for God					
	Recognise how the three elements of the Trinity are present in the story of Jesus’s baptism					
	Reflect on Muslim beliefs about God based on 12 of the 99 Names of Allah					
PSHE	Unit: Me and my relationships					
	L.O. - Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules. As a rule	L.O. – Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people Looking after our special people	L.O. – To rehearse and demonstrate simple strategies for resolving given conflict situations. How can we solve this problem?	L.O. - Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again. Friends are special	L.O. - Express opinions and listen to those of others; Consider others' points of view; Practise explaining the thinking behind their ideas and opinions. Thunks	L.O. - Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. Dan's dare
Outco	Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules. Identify people who they have a special relationship with;					

Suggest strategies for maintaining a positive relationship with their special people. Rehearse and demonstrate simple strategies for resolving given conflict situations. Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again. Express opinions and listen to those of others; Consider others' points of view; Practise explaining the thinking behind their ideas and opinions. Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.						
Unit: Writing music down						
MUSIC	L.O. - to understand basic music notation; to use dot notation to show higher or lower pitch; to move in time to the beat; to copy and compose rhythmic patterns	L.O. - to understand basic music notation; to use dot notation to show higher or lower pitch; to move in time to the beat; to listen to, respond to and discuss a piece of music; to sing as part of an ensemble	L.O. - to understand basic music notation; to move in time to the beat; to copy and compose rhythmic patterns; to copy and compose melodic patterns on limited pitches; to improvise simple phrases	L.O. - to understand basic music notation; to move in time to the beat; to copy and compose rhythmic patterns; to copy and compose melodic patterns on limited pitches; to improvise simple phrases	L.O. - to move in time to the beat; to copy and compose rhythmic patterns; to listen to, respond to and discuss a piece of music; to sing as part of an ensemble	L.O. - to understand basic music notation; to use dot notation to show higher or lower pitch; to move in time to the beat; to copy and compose rhythmic patterns; to copy and compose melodic patterns on limited pitches; to improvise simple phrases; to listen to, respond to and discuss a piece of music; to sing as part of an ensemble; to play and perform an instrumental part by ear (or from standard notation)

Outcomes	Children will: Understand rhythm and pitch. Read and understand basic staff notation. Listen to music with attention to detail, recall sounds and communicate ideas about the music using appropriate language. Perform an instrumental part in different time signatures. Compose simple rhythmic patterns. Improvise simple melodic lines that include basic rhythms. Find the pulse/beat of the music and move in time. Recognise a range of musical instruments within their family groups. Sing songs in unison and in multiple parts with increasing confidence. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Understand that improvisation is when you make up your own melody and improvise successfully using a backing track.						
	P.E.	Unit: Indoor – Gymnastics Outdoor - Hockey To be taught alternate weeks – one week indoor, one week outdoor					
		Indoor - Gymnastics L.O. – Travel I can show different levels and pathways when I travel	L.O. - Balance I can balance on different points of the body	L.O. – Balance and Matching I can remember and perform a sequence of movement I can show different levels and pathways I can balance on different parts of the body	L.O. - Travel and Balance I can caterpillar walk and bunny hop on a bench	L.O. -Strength and Flexibility I can do a shoulder stand I can perform a belly sit	L.O. - Rolls I can remember and perform a sequence I can do a forward roll
		Outdoor – Hockey LO: Passing and receiving I can send the ball in different ways	LO: Dribbling I can send the ball in different ways I can receive and control a ball in different ways	LO: Dribbling and passing I can send the ball in different ways	LO: Dribbling Skills I can send the ball in different ways I can receive and control a ball in different ways	LO: Passing Skills I can send the ball in different ways I can receive and control a ball in different ways	LO: Shooting I can send the ball in different ways I can receive and control a ball in different ways

	I can receive and control a ball in different ways	I know the importance of changing speed in a game situation	I can receive and control a ball in different ways I know the importance of changing speed in a game situation I can negotiate space safely and successfully		I can negotiate space safely and successfully I can strike a ball off the wall	I can strike a ball off a wall
Outcomes	Indoor – Gymnastics Balance on different points of the body Show different levels and pathways when I travel Do a shoulder stand Do a caterpillar walk and bunny hop on a bench To do a forward roll Try and do a belly sit			Outdoor – Hockey Send the ball in different ways Receive and control a ball in different ways Throw accurately to different targets Negotiate space safely and successfully Strike a ball off the wall Know the importance of changing speed in a game situation Take part in a range of competitive activities and games		
COMPUTI	Unit: Email					
	L.O. - To understand how people communicate with each other.	L.O. - To understand and respond to an email.	L.O. - To compose and send an email.	L.O. - To send an email attachment.	L.O. - To learn how to use email safely.	L.O. - To explore simulated email scenarios.
Outcomes	I can list a range of different ways to communicate. I can recognise the strengths and weaknesses of different methods of communication. I can understand what an email is and when it might be used. I can open an email. I can respond to an email. I can send emails to other children in the class. I can use the search option in the address book when sending an email. I can explain what an email attachment is and why it is useful. I can open, view and discuss an email attachment. I can attach and send a file in an email.					

	I can explain the importance of email safety. I can understand that we should only open email and attachments from trusted contacts. I can write some rules about staying safe over email. I can manage my inbox by reading and responding to a series of email communications. I can attach files appropriately and use email communications to explore ideas.					
FRENCH	Unit: Introduction to French					
	L.O. – Bonjour! To know how to greet different people at different times of day	L.O. – Ça va? To ask and answer questions to ask how someone is feeling	L.O. – Au revoir! To know how to greet and say goodbye to different people	L.O. – 1 – 10 To count from 1 – 10 in French	L.O. - 1 – 21 To recognise numbers 1 – 21 in French	L.O. – La semaine To recognise the days of the week in French
Outcomes	Listen attentively to spoken language Show understanding by joining in and responding Explore the patterns and sounds of language, through songs and rhymes, to link sound and meaning of words Engage in conversations; answer questions; seek clarification and help Speak using familiar vocabulary and phrases Begin to develop accurate pronunciation with familiar words and phrases Recognise and begin to read familiar words in written form Appreciate stories, songs, poems and rhymes in French Develop the ability to read and write new words Label pictures using known vocabulary Discuss key features and patterns of the language					