



Year 3

Spelling, English, Maths and Foundation Subjects

Medium Term Plan Spring 1 2025-26

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
SPELLING	Step 13 (KS1 recap): Words with the digraph 'ai' and tetraphraph 'aigh'	Step 14: Words with the digraph 'ei' and tetraphraph 'eigh'	Step 15: Words where the digraph 'ey' makes an /ai/ sound	Step 16: Words with the suffix '-ly'	Step 17: Words that are homophones	Step 18: LKS2 Statutory Words	Step 13 (KS1 recap): Words with the digraph 'ai' and tetraphraph 'aigh'	
Core texts or inspiration: Narrative: The Dragon Machine and Instructions								
Purposes for Writing: to entertain, to inform								
ENGLISH	Vocabulary, Grammar and Punctuation		Composition Planning		Composition Drafting and Writing		Composition Evaluating and Editing	
	<ul style="list-style-type: none"> Use spaces between words Use capital letters correctly Use full stops Use apostrophe ' for contraction 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) Turn adjectives into adverbs using the suffix –ly Use of the forms a or an according to whether the next word 		<ul style="list-style-type: none"> plan their writing using the Spotland Planning for Writing Framework by: <ul style="list-style-type: none"> discussing a quality model text to understand its purpose and learn from its structure, vocabulary and grammar discussing and recording ideas 		<ul style="list-style-type: none"> write for different purposes (inform, explain and entertain) compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures (see Sentence Progression document) in non-narrative material, using simple organisational devices (for example, headings and sub-headings) 		<ul style="list-style-type: none"> 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 	

	<p>begins with a consonant or a vowel [for example, a rock, an open box]</p> <ul style="list-style-type: none"> • Make sentences with different forms: statement, command • Use coordination to join clauses using and, or, but, so • Use subordinating conjunctions for time / place / cause • if, when, while, after, before, because, that 		
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MATHS	Multiplication and Division B	Length and Perimeter
	Multiples of 10 Related Calculations Reasoning about Multiplication Multiply a 2-digit number by a 1 digit-number Link multiplication and division Divide a 2-digit number by a 1 digit-number Scaling How many ways	Measure in m and cm Measure in mm Measure in cm and mm Metres, centimetres and millimetres Equivalent lengths (m, cm and mm) Compare lengths Add lengths Subtract lengths What is perimeter Measure perimeter Calculate perimeter

SCIEN	Unit: Materials : Soil and Rocks					
	L.O. – To group rocks using their appearance.	L.O. - To group rocks using their physical properties.	L.O. - To describe the process of fossil formation.	L.O. - To identify fossils and group rocks accordingly.	L.O. - To compare soils and how they were formed.	L.O. - To describe a soil sample using sedimentation.

	<p>To observe the appearance of rocks closely, using a magnifying glass.</p>	<p>To make predictions, suggest improvements and explain observations over time.</p>	<p>To present research on fossil formation.</p>	<p>To use the fossil record to answer questions about the past</p>	<p>To record the drainage rate for different soils in a bar chart.</p>	<p>To draw and label a diagram.</p>
Outcomes		<p>Define the term rock.</p> <p>Describe the appearance of different rocks, identifying both crystals and grains.</p> <p>Group rocks by their absorbency, hardness and reaction to acid rain (vinegar).</p> <p>List the different factors that break down rocks.</p> <p>Describe fossil formation and identify fossils in rocks.</p> <p>Describe the work of a palaeontologist.</p> <p>Name, describe and compare some different categories of soil.</p> <p>List some of the benefits of earthworms to the soil.</p> <p>Identify and describe the comparative size and weight of the layers in a sedimentation jar</p> <p>Use a magnifying glass correctly to observe the appearance of a rock in detail.</p> <p>Use results to choose the appropriate rock type for a specific use, suggest a better choice of rock for a specific use and predict how a rock will be affected by the weather.</p> <p>Research and present information on fossil formation using a single source.</p> <p>Use a model of the fossil record to determine the relative age of a fossil, to suggest how a living thing has changed over time and to suggest what living things were around in a certain era.</p> <p>Draw and label the bars on a bar chart.</p> <p>Accurately draw and label the layers of sediment in a sedimentation jar</p>				

	Unit: What did the ancient Egyptians believe?					
HISTORY	L.O. – Who were the Egyptians and when did they live?	L.O. - Who were the ancient Egyptian gods and goddesses?	L.O. - Why and how did the Egyptians build the pyramids?	L.O. - How and why did the Egyptians mummify people?	L.O. - What does the Book of the Dead tell us about ancient Egyptian beliefs?	L.O. - What did the ancient Egyptians believe?
Outcomes	<ul style="list-style-type: none"> Identify the ancient civilisations and key periods in ancient Egypt. Describe the physical features of Egypt. Explain the Egyptian creation story. Identify the characteristics of important gods or goddesses. Explain why the pyramids were built. Identify the stages and challenges of building a pyramid. Explain the links between ancient Egyptian beliefs and mummification. Name sources that can be used to find out about ancient Egyptian beliefs. Explain some Egyptian beliefs about the afterlife. 					
GEOGRAPHY	Unit: No Geography taught in Spring 1					
	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -

Outcomes						
ART	<p>Unit: Prehistoric painting</p> <p>L.O. – To apply an understanding of prehistoric human-made art.</p> <p>L.O. – To understand and use scale to enlarge drawings in a different medium.</p> <p>L.O. – To explore how natural products produce pigments to make different colours.</p> <p>L.O. – To select and apply a range of painting techniques.</p> <p>L.O. – To apply painting skills when creating a collaborative artwork.</p> <p>L.O. –</p>					
Outcomes	<p>Recognise the processes involved in creating prehistoric art.</p> <p>Explain approximately how many years ago prehistoric art was produced.</p> <p>Use simple shapes to build initial sketches.</p> <p>Create a large scale copy of a small sketch.</p> <p>Use charcoal to recreate the style of cave artists.</p> <p>Demonstrate good understanding of colour mixing with natural pigments.</p> <p>Discuss the differences between prehistoric and modern paint.</p> <p>Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.</p> <p>Successfully make positive and negative handprints in a range of colours.</p> <p>Apply their knowledge of colour mixing to make natural colours.</p>					

D.T.	Unit: No D&T taught in Spring 1					
	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -
Outcomes						
R.E.	Unit: Why are festivals important to religious communities? (Christians, Muslims and Hindus) L2.5					
	L.O. - to learn about the story of Holy Week and Easter.	L.O. - to learn how to retell the story of Holy Week and Easter in six steps.	L.O. - to learn about the emotions Christian people might feel about the stories of Jesus at Holy Week and Easter.	L.O. - to learn about the big idea that Christians remember at Easter: Christians believe that Jesus is a saviour.	L.O. - to learn about how the Easter story might affect the actions of many Christians.	L.O. - to remember all we have learnt about Holy Week and Easter and why it matters to the Christians.
Outcome	<p>Make connections between stories, symbols and beliefs with what happens in at least two festivals Describe examples of what Christians do to show faith, making connections with Christian beliefs and teachings</p> <p>Suggest why having a faith or belief can be hard Identify how and say why it makes a difference in people's lives to believe in God Ask questions and give ideas about what matters most to believers in festivals e.g. Easter, Eid Identify similarities and differences in the way festivals are celebrated within and between religions Explore/suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives</p>					

PSHE	Unit: Staying Safe				
	L.O. - to learn about and safe and unsafe situations	L.O. - to know what danger and risk are and know how to deal with them in situations	L.O. - to identify risk and know about risk factors	L.O. - to learn about online safety	L.O. - to understand about medicines and their safety
Outcomes	Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe. Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation. Identify risk factors in given situations; Suggest ways of reducing or managing those risks. Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online. Understand that medicines are drugs and suggest ways that they can be helpful or harmful. Demonstrate strategies for assessing risks; Understand and explain decision-making skills; Understand where to get help from when making decisions.				

MUSIC	Unit: Rochdale Music Service are leading sessions in which children will be taught how to play the cornet					
	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -
Outcomes						
P.E.	Unit: Dance and Dodgeball					
	Dodgeball					
L.O. - to understand rules of dodgeball	L.O. - to be able to use dodging techniques	L.O. - to be able to use dodging techniques	L.O. - to catch a ball to defend by using blocking	L.O. - to understand and know tactics for attacking and defending	L.O. - to be able to work as a team in a game	
	Dance					

	<p>L.O. - I can communicate effectively with a partner and/or group I can show different levels and pathways when I travel</p>	<p>L.O. - I can remember and perform a basic sequence of movement, when led by a teacher I can communicate effectively with a partner and/or group</p>	<p>L.O. - I can communicate effectively with a partner and/or group I can improve my ideas based on feedback from others I can show different levels and pathways when I travel</p>	<p>L.O. - I can communicate effectively with a partner and/or group I can improve my ideas based on feedback from others I can show different levels and pathways when I travel I can watch, describe and evaluate the effectiveness of a performance</p>	<p>L.O. - I can show different levels and pathways when I travel I can remember and perform a basic sequence of movement, when led by a teacher I can communicate effectively with a partner and/or group I can watch, describe and evaluate the effectiveness of a performance</p>	<p>L.O. - I can remember and perform a basic sequence of movement, when led by a teacher I can communicate effectively with a partner and/or group I can improve my ideas based on feedback from others I can show different levels and pathways when I travel I can watch, describe and evaluate the effectiveness of a performance</p>
Outcomes	<p>Outdoor PE – Dodgeball I can send the ball in different ways (bounce, chest, shoulder, etc) I can receive and control a ball in different ways I can throw accurately to different targets I can strike a ball off a wall I can negotiate space safely and successfully i.e. obstacle course I know the importance of changing speed in a game situation I can take part in a range of competitive games and activities</p>			<p>Indoor PE – Dance – Contemporary I can remember and perform a basic sequence of movement, when led by a teacher I can communicate effectively with a partner and/or group I can improve my ideas based on feedback from others I can show different levels and pathways when I travel I can watch, describe and evaluate the effectiveness of a performance</p>		

COMPUTING	Unit: Branching databases and Spreadsheets					
	L.O. - To understand the concept of using 'Yes' or 'No' questions to sort objects.	L.O. - To understand and use a branching database effectively.	L.O. - To plan and create a branching database.	L.O. - To test and debug branching databases to correct errors.	L.O. - To understand the layout and features of 2Calculate in Advanced Mode.	L.O. - To use the arrows toolbar to be able to automatically total rows and columns.
Outcomes	<p>Branching databases</p> <ul style="list-style-type: none"> • I can ask and answer 'Yes' or 'No' questions. • I can use 'Yes' or 'No' questions to split a group into two sets. • I can explain how a question helps sort items. • I can ask and answer 'Yes' or 'No' questions. • I can use 'Yes' or 'No' questions to split a group into two sets. • I can explain how a question helps sort items. • I can ask and answer 'Yes' or 'No' questions. • I can use 'Yes' or 'No' questions to split a group into two sets. • I can explain how a question helps sort items. • I can recognise different errors that could be present in a branching database. • I can find and fix errors in a branching database. <p>Databases (first two lessons out of six in the block)</p> <ul style="list-style-type: none"> • To understand the layout and features of 2Calculate in Advanced Mode. • To use the arrows toolbar to be able to automatically total rows and columns. • To use simple formulae in a spreadsheet by using the formula wizard. • To use advanced formulae in a spreadsheet to calculate totals, averages and to find the highest and lowest values. • To apply spreadsheet skills to solve real-world problems. • To design and use a spreadsheet to answer a series of questions. <p>eSafety to be taught in weekly sessions using Purple Mash's 2BeSafe. Spring 1 topic is 'Online Relationships'.</p>					

<p>Unit: Basic French</p>
<p>FRENCH</p> <p>L.O. -Days of the week 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</p> <p>L.O. – Parts of the body 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</p> <p>L.O. –Colours 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</p> <p>L.O. –Colours 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</p> <p>L.O. – Clothes 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</p> <p>L.O. – Clothes 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</p>
<p>Outcomes</p> <p>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</p>