



Year 3

Spelling, English, Maths and Foundation Subjects
Medium Term Plan Autumn 2 2025-26

	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
SPELLING	Words with the prefix 're-' redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge	Words with the prefix 'dis-' disappoint, disobey, disappear , disapprove, disable, dislike, dislocate, disadvantage, dislodge, disagree -'	Words with the prefix 'mis-' mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, mislaid	Words where '-ing', '-er' and '-ed' are added to multisyllabic words developing, developed, limiting, covering, limited, gardening, gardener, covered, listening, listened	Words where '-ing', '-en' and '-ed' are added to multisyllabic words forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped	LKS2 Statutory Words centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore	Review of previously taught rules and statutory words
ENGLISH	Purposes for Writing: Narrative						
	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 ! ? Use apostrophe ' for contraction Use apostrophe ' for possessive singular Use commas , for lists Begin to use speech punctuation " "	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 Sequence sentences to form short narratives Use the present and past tenses correctly and consistently progressive form in the present and past to mark actions in progress Use of the present perfect form of verbs instead of the simple past Use headings and subheadings Begin to learn how paragraphs are used to organise ideas around a theme		<i>write for different purposes (inform, explain and entertain)</i> <i>compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures (see Sentence Progression document)</i> <i>start to organise paragraphs around a theme</i> <i>in narratives, create settings and characters</i> <i>in non-narrative material, using simple organisational devices (for example, headings and sub-headings)</i>		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 and controlling the tone and volume so that the meaning is clear	

- 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
- 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
- Turn adjectives into adverbs using the suffix –ly
- **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]**
- **Understand that word families based on common words, show how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]**
- Make sentences with different forms: statement, question, exclamation, 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*
- Use expanded noun phrases **with two adjectives to describe and**

		specify [e.g. the beautiful, blue butterfly]		
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MATHS	Addition and Subtraction		Multiplication and Division A		
	Addition and Subtraction of two numbers (across 100) Add 2-digit and 3-digit numbers Subtract 2-digit and 3-digit numbers Complements to 100 Estimate answers Inverse Operations Make Decisions		Multiplication – equal groups Use arrays Multiples of 2 Multiples of 5 and 10 Sharing and Grouping Multiply by 3 Divide by 3 The 4 times table Multiple by 8 Divide by 8 The 8 times tables The 2,4 and 8 times tables		

SCIENCE	Unit: Forces and Magnets					
	L.O. – Pushes, Pulls and Twists To describe the effects of contact forces. Working scientifically	L.O. – Friction To recognise the effects and uses of forces. Working scientifically	L.O. – Investigating Friction To interpret how and why things move differently on different surfaces. Working scientifically	L.O. – Magnets To describe the effects of magnets. Working scientifically To write a method.	L.O. – Investigating Magnet Strength To compare the properties of different types of magnets. Working scientifically	L.O. – Use of magnets To explain the uses of magnets. Working scientifically To research the uses of magnets.

	To label a diagram using arrows and scientific vocabulary.	To write a scientific conclusion identifying cause and effect.	To plan an investigation using variables.		To display data using a bar chart.	
Outcomes	<p>Identify examples of pushes, pulls and twists.</p> <p>Define a force, including describing, naming and classifying contact and non-contact forces.</p> <p>Describe the relationship between friction and the roughness of a surface.</p> <p>Identify examples of friction being useful or not.</p> <p>Predict attraction and repulsion between like and opposite poles.</p> <p>Identify examples of magnetic and non-magnetic materials.</p> <p>Name some examples of types of magnets and compare their strengths.</p> <p>Describe some examples of the uses of magnets.</p> <p>When working scientifically, pupils who are secure will be able to:</p> <p>Use arrows and scientific vocabulary to show the direction of a contact force.</p> <p>Use evidence to support conclusions.</p> <p>Identify the variables to change, measure and control.</p> <p>Write a method to explain how to use a magnet to sort and classify materials as magnetic or non-magnetic.</p> <p>Label the axes of a bar chart.</p> <p>Draw bars on a chart accurately.</p> <p>Identify key information from a source.</p> <p>Use more than one source to research a question</p>					
	Not taught in Autumn 2					

Unit: Why do people live near volcanoes?						
GEOGRAPHY	L.O. – How is the Earth constructed?	L.O. – Where are mountains found?	L.O. – Why and where do we get volcanoes?	L.O. – What are the effects of a volcanic eruption?	L.O. – What are earthquakes and where do we get them?	L.O. - Where have the rocks around school come from?
	To name and describe the layers of the Earth.	To explain how and where mountains are formed	To explain why volcanoes happen and where they occur	To recognise the negative and positive effects of living near a volcano.	To explain what earthquakes are and where they occur.	To observe and record the location of rocks around the school grounds and discuss findings.
Outcomes	<p>Name all four layers of the Earth in the correct order, stating one fact about each layer.</p> <p>Explain one or more ways a mountain can be formed.</p> <p>Give a correct example of a mountain range and its continent.</p> <p>Describe a tectonic plate and know that mountains occur along plate boundaries.</p> <p>Correctly label the features of shield and composite volcanoes and explain how they form.</p> <p>Name three ways in which volcanoes can be classified.</p> <p>Describe how volcanoes form at tectonic plate boundaries.</p> <p>Explain a mix of negative and positive consequences of living near a volcano.</p> <p>State whether they would or would not want to live near a volcano.</p> <p>State that an earthquake is caused when two plate boundaries move and shake the ground.</p> <p>Explain that earthquakes happen along plate boundaries.</p> <p>List some negative effects that an earthquake can have on a community.</p> <p>Observe, digitally record and map different rocks using a symbol on a map.</p> <p>Identify rock types and their origins based on collected data.</p>					

ART	Not taught this half term							
	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -
Outcomes								
D.T.	Unit: Pneumatic Toys (4 lessons) & Eating Seasonally (4 lessons – to be taught using a timetabled D&T themed day)							
	L.O. – Exploring pneumatics To understand how pneumatic systems work.	L.O. – Designing a pneumatic toy To design a toy that uses a pneumatic system.	L.O. – Making pneumatic toys To create a pneumatic system.	L.O. – Decorating and assembling my toy To test and finalise ideas against design criteria	L.O. – Where in the world? To know that climate affects	L.O. – British Seasonal Foods To understand the advantages of eating	L.O. – Rainbow food To create a recipe that is healthy and nutritious	L.O. – Making tarts To safely follow a recipe when cooking

					food growth	seasonal foods grown in the UK	using seasonal vegetables	
Outcomes	<p>Draw accurate diagrams with correct labels, arrows and explanations. Correctly identify definitions for key terms. Identify five appropriate design criteria. Communicate two ideas using thumbnail sketches. Communicate and develop one idea using an exploded diagram. Select appropriate equipment and materials to build a working pneumatic system. Assemble their pneumatic system within the housing to create the desired motion. Create a finished pneumatic toy that fulfils the design brief.</p> <p>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.</p>							
	<p>Unit: What do different people believe about God? (Christians, Muslims and Hindus) – continued from Autumn 1</p>							
R.E.	<p>L.O. – What do Muslims believe about Allah? How is Allah seen in nature?</p>	<p>L.O. - What do Muslims believe about the Holy Qur'an? How was the Qur'an first revealed?</p>	<p>L.O. – What do Muslims believe about the Holy Qur'an? How does the Qur'an teach Muslims?</p>	<p>L.O. – What do Hindus believe about Brahman? What are deities?</p>	<p>L.O. – What do Hindus believe about God? What is the Trimurti?</p>	<p>L.O. – What are similarities and differences between different ideas about God?</p>		

Outcomes	<p>Explore beauty found in objects made 'by nature'.</p> <p>Reflect on how Islam teaches that Allah is seen in nature.</p> <p>Understand how Muslims believe the Qur'an was revealed to the Prophet Muhammad (pbuh).</p> <p>Make links between the Qur'an and the Shahadah.</p> <p>Discuss quotations from the Qur'an and what they might mean for Muslims.</p> <p>Understand that Hindus believe in one God (Brahman) in many forms (deities).</p> <p>Explore similarities and differences between different murtis of Hindu gods and goddesses.</p> <p>Consider why some Hindu people use murtis in worship.</p> <p>Research the gods in the Trimurti (Shiva the Destroyer, Vishnu the Preserver and Brahma the Creator).</p> <p>Recall and reflect on beliefs that Christians, Muslims and Hindus have about God.</p> <p>Look for similarities and differences between different views of God.</p>
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Unit: Valuing Difference												
PSHE	L.O. – Respect and Challenge		L.O. – Family and Friends		L.O. – My Community		L.O. – Our friends and neighbours		L.O. – Let's Celebrate our differences		L.O. - Zeb	
	<p>Reflect on listening skills;</p> <p>Give examples of respectful language;</p> <p>Give examples of how to challenge another's viewpoint, respectfully.</p>		<p>Recognise that there are many different types of family;</p> <p>Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p>		<p>Define the term 'community';</p> <p>Identify the different communities that they belong to;</p> <p>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</p>		<p>Explain that people living in the UK have different origins;</p> <p>Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</p> <p>Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p>		<p>Recognise the factors that make people similar to and different from each other;</p> <p>Recognise that repeated name calling is a form of bullying;</p> <p>Suggest strategies for dealing with name calling (including talking to a trusted adult).</p>		<p>Understand and explain some of the reasons why different people are bullied;</p> <p>Explore why people have prejudiced views and understand what this is.</p>	

Outcomes

Reflect on listening skills;
 Give examples of respectful language;
 Give examples of how to challenge another's viewpoint, respectfully.
 Recognise that there are many different types of family;
 Understand what is meant by 'adoption' and 'fostering'
 Define the term 'community';
 Identify the different communities that they belong to;
 Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.
 Explain that people living in the UK have different origins;
 Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;
 Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.
 Recognise the factors that make people similar to and different from each other;
 Recognise that repeated name calling is a form of bullying;
 Suggest strategies for dealing with name calling (including talking to a trusted adult).
 Understand and explain some of the reasons why different people are bullied;
 Explore why people have prejudiced views and understand what this is.

Unit: Playing in a band

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 in tune as part of an ensemble	L.O. - 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 in tune as part of
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						an ensemble; to play and perform an instrumental part from standard notation
Outcomes	<p>Children will:</p> <p>Understand beat, rhythm, pitch, tempo and time-signatures.</p> <p>Read and understand basic staff notation.</p> <p>Listen to and respond to a wide variety of musical genres.</p> <p>Be able to recall sounds and communicate ideas about the music using appropriate language.</p> <p>Perform an instrumental part on tuned percussion.</p> <p>Compose simple rhythmic patterns.</p> <p>Understand that improvisation means spontaneously creating a rhythm or melody; improvise over a backing track; improvise simple melodic lines based on upto 5 different pitches.</p> <p>Find the pulse/beat of the music and move in time doing a variety of actions.</p> <p>Recognise more musical instruments and their family groups.</p> <p>Sing songs in unison and in multiple parts; sing in tune with good posture and voice control.</p> <p>Play and perform solo and in ensembles, using voices and instruments with increasing accuracy, fluency, control and expression.</p>					
	Unit: Gymnastics (Indoor) Hockey (Outdoor)					
Indoor P.E.	L.O. – Rolls I can do a forward roll	L.O. – Jumps I can do a star jump from the floor and apparatus	L.O. - Jumps I can do a star jump from the floor and apparatus	L.O. – Gymnastic Sequences I can remember and perform a sequence using gymnastic skills I have learnt this term	L.O. - Gymnastic Sequences I can remember and perform a sequence using gymnastic skills I have learnt this term	L.O. - Gymnastic Sequences I can remember and perform a sequence using gymnastic skills I have learnt this term
	LO: Shooting I can send the ball in different ways I can receive and control a ball in different ways	LO: Attacking and defending I can send the ball in different ways I can receive and control a ball in different ways	L.O. Attacking and defending I can send the ball in different ways I can receive and control a ball in different ways	L.O. Skills circuit I can send the ball in different ways I can receive and control a ball in different ways I can negotiate space safely and successfully	LO: Gameplay I can send the ball in different ways I can receive and control a ball in different ways I can throw accurately to different targets	LO: Playing a match I can send the ball in different ways I can receive and control a ball in different ways I can throw accurately to different targets
Outdoor PE						

	I can strike a ball off a wall	I can negotiate space safely and successfully I know the importance of changing speed in a game situation I can take part in a range of competitive activities and games	I can negotiate space safely and successfully I know the importance of changing speed in a game situation I can take part in a range of competitive activities and games		I can negotiate space safely and successfully I can strike a ball off the wall I know the importance of changing speed in a game situation I can take part in a range of competitive activities and games	I can negotiate space safely and successfully I can strike a ball off the wall I know the importance of changing speed in a game situation I can take part in a range of competitive activities and games
Outcomes	Indoor PE- I can balance on different points of the body I can show different levels and pathways when I travel I can improve my ideas based on feedback from others I can communicate effectively with a partner or group I can do a shoulder stand I can do a caterpillar walk and bunny hop on a bench I can do a star jump off/from the floor to and apparatus I can a forward roll I can try and do a belly sit			Outdoor PE- I can send the ball in different ways I can receive and control a ball in different ways I can throw accurately to different targets I can negotiate space safely and successfully I can strike a ball off the wall I know the importance of changing speed in a game situation I can take part in a range of competitive activities and games		
COMPUTING	Unit: Online Safety and Spreadsheets					
	L.O. - Safety in Numbers To know what makes a safe password, how to keep passwords safe and the consequences	L.O. – Fact or Fiction To consider if what can be read on websites is always true. To look at a ‘spoof’ website.	L.O. - Appropriate Content & Ratings To learn about the meaning of age restrictions symbols on digital media and devices.	L.O. - Creating Pie Charts and Bar Graphs To add and edit data in a table layout. To find out how spreadsheet programs	L.O. - Using more than and Spin Button Tools To introduce the ‘more than’, ‘less than’ and ‘equals’ tools. To introduce the ‘spin’ tool and show how it	L.O. - Advanced Mode and Cell Addresses To add and edit data in a table layout. To find out how spreadsheet programs can automatically

	<p>of giving your passwords away.</p> <p>To understand how the Internet can be used to help us to communicate effectively.</p> <p>To understand how a blog can be used to help us communicate with a wider audience.</p>	<p>To create a 'spoof' webpage.</p> <p>To think about why these sites might exist and how to check that the information is accurate.</p>	<p>To discuss why PEGI restrictions exist.</p> <p>To know where to turn for help if they see inappropriate content or have inappropriate contact from others</p>	<p>can automatically create graphs from data.</p>	<p>can be used to count through times tables.</p>	<p>create graphs from data.</p>
Outcomes						
FRENCH	Unit: Introduction to French					
	<p>L.O. – Halloween</p> <p>To begin to read and write numbers to 10 in French</p>	<p>L.O. – La semaine</p> <p>To recognise the days of the week in French</p>	<p>LO – Le corps</p> <p>To perform action songs using body parts vocabulary in French</p>	<p>LO – Le corps</p> <p>To recognise words for parts of the body in French</p>	<p>LO – Les vêtements</p> <p>To recognise some clothing vocabulary in French</p>	<p>LO – Noël</p> <p>To label pictures using known vocabulary in French</p>

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