



Year 3

Spelling, English, Maths and Foundation Subjects  
Medium Term Plan Spring 2 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
SPELLING	<p>Step 19 (KS1 recap): Words ending in 'al'</p> <p>arrival, burial, comical, magical, emotional, national, personal, optional, survival, tropical</p>	<p>Step 20 (KS1 recap): Words ending in 'le'</p> <p>battle, settle, article, humble, struggle, terrible, possible, example, circle, bicycle</p>	<p>Step 21: Words ending in '-ly' where the base word ends in 'le'</p> <p>gently, simply, humbly, nobly, durably, terribly, incredibly, responsibly, probably, possibly</p>	<p>Step 22: Words ending in '-ly' where the base word ends in '-ic'</p> <p>basically, frantically, logically, tragically, magically, publicly, dramatically, historically, automatically, specifically</p>	<p>Step 23: Words ending in '-ly'; exceptions</p> <p>truly, slyly, fully, duly, shyly, wholly, drily, coyly, happily, daily</p>	<p>Step 24: LKS2 Statutory Words</p> <p>address, certain, mention, arrive, occasionally, probably, experience, reign, history, sentence</p>	<p>Step 25 (KS1 recap): Words with the suffix '-er'</p> <p>teacher, stretcher, dispatcher, catcher, butcher, richer, scorcher, preacher, cruncher, watcher</p>
ENGLISH	<b>Purposes for Writing:</b> to inform						
	Vocabulary, Grammar and Punctuation	Composition Planning		Composition Drafting and Writing		Composition Evaluating and Editing	
	<ul style="list-style-type: none"> <li>Use spaces between words</li> <li>Use capital letters correctly</li> <li>Use full stops</li> <li>Use apostrophe ' for contraction</li> <li>Use apostrophe ' for possessive singular</li> <li>Use commas , for lists</li> <li>Use regular plural noun suffixes -s or -es</li> </ul>	<ul style="list-style-type: none"> <li>plan their writing using the Spotland Planning for Writing Framework by:               <ul style="list-style-type: none"> <li>discussing a quality model text to understand its purpose and learn from its structure, vocabulary and grammar</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>write for different purposes (inform, explain and entertain)</li> <li>compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures (see Sentence Progression document)</li> <li>in non-narrative material, using simple organisational devices</li> </ul>		<ul style="list-style-type: none"> <li>assess the effectiveness of their own and others' writing against the purpose and suggest improvements</li> <li>propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	

	<ul style="list-style-type: none"> <li>• Use suffixes that can be added to verbs, including where some change is needed to the spelling (e.g. cried)</li> <li>• Turn adjectives into adverbs using the suffix -ly</li> <li>• 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]</li> <li>• Make sentences with different forms: statement, command</li> <li>• Use coordination to join clauses using and, or, but, so</li> <li>• Use subordinating conjunctions for time / place / cause</li> <li>• if, when, while, after, before, because, that</li> </ul>	<ul style="list-style-type: none"> <li>○ discussing and recording ideas</li> </ul>	(for example, headings and sub-headings)	
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<b>MATHS</b>	Length and Perimeter	Fractions A	Mass and Capacity
	What is perimeter? Measuring perimeter Calculating perimeter	Understanding denominators of unit fractions Compare and order unit fractions Understanding numerators of non-unit fractions Understand the whole Compare and order non-unit fractions Fractions and Scales Fractions on a number line Count in fractions on a number line Equivalent fractions on a number line Equivalent fractions as bar models	Use scales Measure mass in grams Measure mass in kilograms Equivalent masses Compare mass Add and subtract mass Measure capacity and volume in millilitres Measure capacity and volume in litres and millilitres Equivalent capacities and volumes (litres) Compare capacity and volume Add and subtract capacity and volume

	<p><b>L.O. –</b> To explain the role of light sources. To plan and draw a results table.</p>	<p><b>L.O. -</b> To compare light reflecting on different surfaces.</p>	<p><b>L.O. -</b> To recognise which materials cast a shadow. To ask testable questions and plan how to answer them.</p>	<p><b>L.O. -</b> To summarise how shadows change throughout the day. To evaluate a method.</p>	<p><b>L.O. -</b> To investigate how the distance of the light source affects the size of its shadow. To find patterns in data and form conclusions.</p>	<p><b>L.O. -</b> To tell a story using shadow puppets. To recall how different people work with light and shadows.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Outcomes</b></p>	<p>Recall examples of light sources, objects that do not give out light and that darkness is the absence of light. Describe ways to protect eyes from harm. Describe what happens when light reflects, give examples of reflective surfaces or materials and describe factors that may affect the quality of a reflected image. Describe how shadows form and identify patterns between groups of materials and the shadows produced. Recall factors that affect the way a shadow appears, including what causes shadows to change throughout the day and factors that change the size of a shadow Describe the pattern of changing shadows throughout the day. Describe how the light source’s distance affects the shadow’s size. Explain why a particular material is appropriate to make a shadow puppet and use knowledge of shadows to animate it. Recall what information needs recording to decide the number of columns in a results table and suggest suitable headings for the results table. Record information in the correct columns. Identify if a question is testable, explain why and plan ways to answer a testable question. Identify and explain why something is an advantage or disadvantage of a method and suggest an improvement to the experiment. I can describe patterns in data and quote values as evidence of patterns in data. I can identify odd results that do not fit the pattern. I can use patterns to make predictions for missing data.</p>					
<p><b>H</b></p>						

	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -
Outco						
<b>Unit: Who lives in Antarctica?</b>						
<b>GEOGRAPHY</b>	L.O. - To understand the position and significance of lines of latitude.	L.O. - To describe the location and physical features of Antarctica	L.O. - To describe the human features of Antarctica.	L.O. - To use four-figure grid references to plot Shackleton's route to Antarctica.	L.O. - To plan a simple route on a map using compass points.	L.O. - To follow instructions involving compass points and map a simple route.
<b>Outcomes</b>	<p>Describe what lines of latitude and longitude are, giving an example.</p> <p>Understand that the Northern and Southern Hemispheres experience seasons at different times.</p> <p>Define what climate zones are.</p> <p>Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.</p> <p>Describe Antarctica's location in the far south of the globe.</p> <p>State that tourism and research are the two main reasons people visit Antarctica.</p> <p>Describe equipment researchers might use and clothes they wear.</p> <p>List some of the research carried out in Antarctica.</p> <p>State the outcome of Shackleton's expedition.</p>					

Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.  
Describe a similarity and difference between life in the UK and life in Antarctica.  
Confidently use the zoom function on a digital map.  
Begin to recall the eight points of a compass, following at least four of them.  
Recognise and describe features on their school grounds from an aerial map.  
Draw a map of the route they take on an expedition.  
State one thing that went well on the expedition and one aspect that did not go as hoped.



ART	Unit:					
	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -

Outcomes



D. Unit: Textiles: Egyptian collars

	<b>L.O. -</b> To learn how to sew cross-stitch and appliqué	<b>L.O. -</b> To develop and use a template.	<b>L.O. -</b> To assemble fabric parts into a fabric product.	<b>L.O. -</b> To assemble fabric parts into a fabric product.	<b>L.O. -</b> To decorate fabric using appliqué and cross-stitch.	<b>L.O. -</b> To decorate fabric using appliqué and cross-stitch.
<b>Outcomes</b>	<p>Demonstrate their ability to use cross-stitch as a decorative feature or to join two pieces of fabric together.</p> <p>Develop appliqué designs based on design criteria.</p> <p>Design, cut and shape their template for an usekh or wesekh collar with increasing accuracy.</p> <p>Decorate their Egyptian collar using a variety of techniques, such as appliqué, cross-stitch, beads, buttons and pinking.</p> <p>Measure and attach a ribbon with a running stitch.</p> <p>Recognise different types and qualities of fabrics.</p> <p>Explain the aesthetic and functional properties of some of their material choices.</p>					
<b>PSHE</b>	<b>Unit: Rights and Respect</b>					
	<b>L.O. - Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people</b>	<b>L.O. –</b> Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints;	<b>L.O. -</b> Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and	<b>L.O. -</b> Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items we want and times when we need to save for items;	<b>L.O. -</b> Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)	<b>L.O. -</b> Define what is meant by the environment; Evaluate and explain different methods of looking after the school environment; Devise methods of promoting their priority method.

		Plan, draft and publish a recount using the appropriate language.	wellbeing benefits to those who volunteer.	Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)		
<b>Outcomes</b>	<p>I can give an example of a fact and of an opinion.</p> <p>I can say some ways of checking whether something is a fact or just an opinion.</p> <p>I can explain some of the ways that people online might try to trick people by presenting 'false facts' and say what I can do to keep myself safe from being tricked.</p> <p>I can explain that as I get older I start to take more ownership for keeping myself safe and can give an example of this.</p> <p>I can say how I can help the people who help me, and how I can do this. I can give an example of this.</p> <p>I can give a few examples of how I've helped people who help me and how I can help myself.</p>					
<b>RE</b>	<b>Unit:</b>					
	<b>L.O. -</b> How do festivals and family life show what matters to a Muslim?	<b>L.O. -</b> What does the opening chapter of the Qur'an teach Muslims about God?	<b>L.O. -</b> Why does prayer matter to Muslims?	<b>L.O. -</b> Why is the mosque a special place for Muslims?	<b>L.O. -</b> Why do Muslims celebrate at the end of Ramadan?	<b>L.O. -</b> Why do Muslims celebrate at the end of Ramadan? - Consolidation
<b>Outcome</b>	<p>Pupils will identify some beliefs about God in Islam, expressed in Surah 1.</p> <p>They will also make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam.</p> <p>They will have opportunities to ask questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits of these for all people.</p>					
<b>M</b>	<b>Unit:</b> Learn to play recorders; perform from standard notation; perform as a choir in assembly; world music traditions					

	<p><b>L.O. -</b> sing with a good sense of pulse and rhythm sing loudly and softly</p>	<p><b>L.O. -</b> remember tunes and songs learnt previously sing in tune play with a good sense of pulse and rhythm perform from standard notation as a whole class perform from standard notation in trios and quartets</p>	<p><b>L.O. -</b> develop playing skills on the recorder or ocarina play using dynamics (piano and forte) play with a good sense of pulse and rhythm perform from standard notation as a whole class perform from standard notation in trios and quartets play at different tempo (<i>allegro</i> and <i>adagio</i>) following musical directions</p>	<p><b>L.O. -</b> sing with a good sense of pulse and rhythm sing loudly and softly</p>	<p><b>L.O. -</b> understand more World Music traditions (e.g. Indian Classical) compose song accompaniments on un-tuned percussion using standard notation</p>	<p><b>L.O. -</b> remember tunes and songs learnt previously sing in tune perform as a choir in school assemblies sing with a good sense of pulse and rhythm sing loudly and softly understand more World Music traditions (e.g. Indian Classical) compose song accompaniments on un-tuned percussion using standard notation develop skills playing tuned percussion develop playing skills on the recorder or ocarina play using dynamics (piano and forte) play with a good sense of pulse and rhythm perform from standard notation as a whole class perform from standard notation in trios and quartets play at different tempo (<i>allegro</i> and <i>adagio</i>)</p>
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						following musical directions
Outcomes	remember tunes and songs learnt previously					
	sing in tune					
	perform as a choir in school assemblies					
	sing with a good sense of pulse and rhythm					
	sing loudly and softly					
	understand more World Music traditions (e.g. Indian Classical)					
	compose song accompaniments on un-tuned percussion using standard notation					
	develop skills playing tuned percussion					
	develop playing skills on the recorder or ocarina					
	play using dynamics (piano and forte)					
play with a good sense of pulse and rhythm						
perform from standard notation as a whole class						
perform from standard notation in trios and quartets						
play at different tempo ( <i>allegro</i> and <i>adagio</i> ) following musical directions						
P.E.	Unit:					
	Dodgeball					
	<b>L.O. -</b> I can receive and control a ball in different ways I can negotiate space safely and successfully i.e. obstacle course	<b>L.O. -</b> I can receive and control a ball in different ways I can negotiate space safely and successfully i.e. obstacle course	<b>L.O. -</b> I can receive and control a ball in different ways I can negotiate space safely and successfully i.e. obstacle course	<b>L.O. -</b> I can send the ball in different ways (bounce, chest, shoulder, etc) I can receive and control a ball in different ways	<b>L.O. -</b> I can take part in sports and work as a team	<b>L.O. -</b> I can take part in sports and work as a team

	I know the importance of changing speed in a game situation I can take part in a range of competitive games and activities	I know the importance of changing speed in a game situation I can take part in a range of competitive games and activities	I know the importance of changing speed in a game situation I can take part in a range of competitive games and activities	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		
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**Dance**

	<b>L.O. -</b> I can communicate effectively with a partner and/or group I can show different levels and pathways when I travel	<b>L.O. -</b> 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	<b>L.O. -</b> 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	<b>L.O. -</b> 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	<b>L.O. -</b> 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	<b>L.O. -</b> 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
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<b>Outcomes</b>	<b>Outdoor PE – Dodgeball</b> 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			<b>Indoor PE – Dance – Contemporary</b> 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		
<b>COMPUTING</b>	<b>Unit: Spreadsheets, Graphing and Simulations</b>					
	<b>L.O. -</b> To use the line graphing tool in 2Calculate with appropriate data. To interpret a line graph to estimate values between data readings	<b>L.O. -</b> To use range notation in 2Calculate. To use 2Calculate to create a model of a real-life situation. To create a spreadsheet file with more than one sheet	<b>L.O. -</b> To introduce 2Graph	<b>L.O. -</b> To use 2Graph in an investigation	<b>L.O. -</b> To find out what a simulation is and understand the purpose of simulations. To explore a simulation, making choices and discussing their effects.	<b>L.O. -</b> To work through and evaluate a more complex simulation

**Outcomes**

- Children can use a series of data in a spreadsheet to create a line graph.
- Children can use a line graph to find out when the temperature in the playground will reach a certain temperature.
- Children can describe a group of cells using range notation.
- Children can use a spreadsheet to plan a party budget.
- Children can add multiple sheets to a spreadsheet file.
- Children can set up a graph with a given number of fields.
- Children can enter data for a graph.
- Children can produce and share graphs made on the computer.
- Children have solved a maths question using graphing.
- Children can present the results in a range of graphical formats.
- Children can use the sorting option to make analysis of their data easier.
- Children have solved a maths question using graphing.
- Children can present the results in a range of graphical formats.
- Children can use the sorting option to make analysis of their data easier.
- Children can recognise patterns within simulations and make and test predictions.
- Children can identify the relationships and rules on which the simulations are based.
- Children can evaluate a simulation to determine its usefulness for purpose

**Unit: Basic French**

**FRENCH**

**L.O. -Greetings**

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

**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

**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

**L.O. –Numbers 1-20**

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

**L.O. – Numbers 1-20**

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

**L.O. – Recap**

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

<b>Outcomes</b>	<p>Listen attentively to spoken language Show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language, through songs and rhymes, to link sound and meaning of words</p> <p>Engage in conversations; answer questions; seek clarification and help Speak using familiar vocabulary and phrases</p> <p>Begin to develop accurate pronunciation with familiar words and phrases</p> <p>Recognise and begin to read familiar words in written form</p> <p>Appreciate stories, songs, poems and rhymes in French</p> <p>Develop the ability to read and write new words Label pictures using known vocabulary</p> <p>Discuss key features and patterns of the language</p>					