



Year 3

Spelling, English, Maths and Foundation Subjects

Medium Term Plan Summer 1 2025-26

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | | |
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| SPELLING | Words with the suffix '-er' teacher, stretcher, dispatcher, catcher, butcher, richer, scorcher, preacher, cruncher, watcher | Step 26: Words where the digraph 'ch' makes a /k/ sound scheme, chorus, echo, chemist, character, stomach, monarch, school, anchor, chaos | Step 27: Words ending in '-gue' and '-que' vague, league, plague, fatigue, antique, dialogue, unique, grotesque, plaque, mosque | Step 28: Words where the digraph 'sc' makes a /s/ sound science, scene, discipline, scissors, ascends, scented, fascinate, scenery, crescent, descend | Step 29: Words that are homophones ball, bawl, break, brake, male, mail, fair, fare, berry, bury | | |
| | <p>Core text or inspiration: Robin Hood by Bethan Woollvin</p> <p>Purposes for Writing: to entertain</p> | | | | | | |
| 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 for names of people, the days of the week and the personal pronoun I | <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 | | <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 | | <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 | |

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| <ul style="list-style-type: none"> • Use full stops . • Use ! ? • Use apostrophe ' for contraction • Use apostrophe ' for possessive singular • Use commas , for lists • Begin to use speech punctuation “ ” • Make sentences with different forms: statement • Use coordination to join clauses using <i>and, or, but, so</i> • Use subordinating conjunctions for time / place / cause <i>if, when, while, after, before, because, that</i> • Use expanded noun phrases with two adjectives to describe and specify [e.g. the beautiful, blue butterfly] • Turn adjectives into adverbs using the suffix <i>-ly</i> Use regular plural noun suffixes <i>-s</i> or <i>-es</i> • Use suffixes that can be added to verbs, including where some change is needed to the spelling (e.g. cried) • Form nouns using a range of suffixes, prefixes [e.g. super-, anti-, auto-] and compounding • Form of adjectives using suffixes such as <i>-ful, -less</i> • Turn adjectives into adverbs using the suffix <i>-ly</i> | <p>purpose and learn from its structure, vocabulary and grammar discussing and recording</p> | <p>range of sentence structures (see Sentence Progression document)</p> <ul style="list-style-type: none"> • start to organise paragraphs around a theme • in narratives, create settings and characters <p>in non-narrative material, using simple organisational devices (for example, headings and sub-headings)</p> | <p>consistency, including the accurate use of pronouns in sentences</p> <ul style="list-style-type: none"> • proof-read for spelling and punctuation errors <p>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</p> |
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| <ul style="list-style-type: none"> • 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] • Pronouns (rewind) | | | |
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| MATHS | | | |
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| MATHS | Fractions B | Money | |
| | Add fractions Subtract Fractions Partition the whole Unit fractions of a set of objects Non-unit fractions of a set of objects Reasoning with fractions of an amount | Pounds and pence Convert pounds and pence Add money Subtract money Find Change | |
| | Time | | |
| | Roman numerals to 12 Tell the time to 5 minutes Tell the time to the minute Read time on a digital clock Use am and pm Years, months and days Days and hours Hours and minutes – use start and end times Hours and minutes – use durations Minutes and seconds Units of time Solve problems with time | | |

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| MATHS | | | |
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| SCIENCE | Unit: Plants: plant reproduction (to be continued in Summer 2) | | | | | |
| | L.O. – To identify the growth and survival needs of plants | L.O. - To describe the relationship between structure and function in plants | L.O. - To investigate how water is transported in plants | L.O. - To explore the role of flowers in the life cycle of a plant | L.O. - To apply knowledge of plant life and growth | L.O. - To explore seed dispersal methods |
| Outcomes | <ul style="list-style-type: none"> • Identify what plants need to grow healthily. • Describe the structure and function of the parts of flowering plants. • Investigate how plants transport water. • Describe the life cycle of a flowering plant • Explain seed dispersal methods. • Pose relevant questions. • Design and record in results tables. • Plan a simple enquiry. • Complete, read and interpret data in a bar chart. • Identify and suggest changes to an enquiry. • Use results to draw conclusions. | | | | | |
| HISTORY | Unit: Why did the Roman settle in Britain? (to continue in Summer 2) | | | | | |
| | L.O. – Why did the Romans invade and settle in Britain? | L.O. - How did Britons respond to the Roman invasion? | L.O. - Why was the Roman army so successful? (part 1) | L.O. - Why was the Roman army so successful? (part 2) | L.O. - What do artefacts tell us about life in Roman times? | L.O. - How did the Romans change modern Britain? |
| Outco | <ul style="list-style-type: none"> • Explain the meaning of empire and invasion. • Understand the chronology of the Roman invasion of Britain. • Identify the consequences of the Roman invasion. • Create an interpretation of Boudicca using sources. • Explain why the Romans needed a powerful army. | | | | | |

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| | <ul style="list-style-type: none"> Identify a soldier's equipment. Explain how the Roman army was organised and perform simple manoeuvres and drills. Make observations about an artefact. Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance. | | | | | |
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| GEOGRAPHY | Unit: N/A | | | | | |
| | L.O. - | L.O. - | L.O. - | L.O. - | L.O. - | L.O. - |

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| ART | Unit: Egyptian Scrolls | | | | | |
| | L.O. - To investigate the style, pattern and characteristics of Ancient Egyptian art | L.O. - To apply design skills inspired by the style of an ancient civilisation | L.O. - To apply understanding of ancient techniques to construct a new material | L.O. - To apply drawing and painting skills in the style of an ancient civilisation | L.O. - To apply an understanding of Egyptian art to develop a contemporary response | L.O. - |

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| Outcomes | <ul style="list-style-type: none"> • Recognise and discuss the importance of Ancient Egyptian art. • Consider the suitability of a surface for drawing. • Record colours, patterns and shapes through observational drawing. • Choose and use tools and materials confidently. • Begin to experiment with drawing techniques. • Create a selection of sketches that show idea exploration. • Produce a final design with a clear purpose. • Follow instructions with minimal support. • Discuss and evaluate the process and outcome of their work. • Produce a complete painted or drawn piece from a design idea. • Use colours and materials appropriately, showing an understanding of effective composition. • Have a clear idea of the subject of their zine, including a range of images and information. | | | | | |
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| D.T. | Unit: N/A | | | | | |
| | L.O. - | L.O. - | L.O. - | L.O. - | L.O. - | L.O. - |

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| R.E. | Unit: What does it mean to be a Christian in Britain today? L2.7 | | | | | |
| | L.O. - Lesson 1: Where do Christians find out about what Jesus did? | L.O. - Lesson 2: Why do Christians think it is wise to follow Jesus' teachings? | L.O. - Lesson 3: What was Jesus' sermon on the mount about? | L.O. - Lesson 4: How do some Christians follow Jesus' example in caring for those in need? (part 1) | L.O. - Lesson 4: How do some Christians follow Jesus' example in caring for those in need? (part 2) | L.O. - Lesson 6: How far do Jesus' teachings and actions inspire others? |
| Outco | <p>Describe examples of what Christians do to show faith, making connections with Christian beliefs and teachings</p> <p>Describe ways Christians express their faith through hymns and modern songs of worship</p> <p>Know at least two ways why being a Christian is a good thing in Britain today, and two reasons why it may be hard sometimes</p> <p>Make links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others</p> | | | | | |
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| PSHE | Unit: Being My Best | | | | | |
| | L.O. - To explain how different food groups benefit the body | L.O. - To explain how simple hygiene can reduce the spread of illness | L.O. - To name major internal body parts To explain how food, water and air get into the body and blood | L.O. - To be able to debate an issue linked to health and wellbeing | L.O. - To identify personal achievements and areas for development | L.O. - To recognise their own skills and those of the other children in class |
| Outcomes | <p>Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body.</p> <p>Explain what is meant by the term 'balanced diet'.</p> <p>Give examples what foods might make up a healthy balanced meal.</p> <p>Explain how some infectious illnesses are spread from one person to another.</p> <p>Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses.</p> <p>Suggest medical and non-medical ways of treating an illness.</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain).</p> | | | | | |

Describe how food, water and air get into the body and blood.
 Develop skills in discussion and debating an issue.
 Demonstrate their understanding of health and wellbeing issues that are relevant to them.
 Empathise with different view points.
 Make recommendations, based on their research.
 Identify their achievements and areas of development.
 Recognise that people may say kind things to help us feel good about ourselves.
 Explain why some groups of people are not represented as much on television/in the media.
 Explain some of the different talents and skills that people have and how skills are developed.
 Recognise their own skills and those of other children in the class.

Learning to play the cornet

MUSIC

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| L.O. – To play and sing in different time signatures | L.O. - To recognise, read and draw crotchets and paired quavers | L.O. - To play using dynamics | L.O. - To keep and move in time with a steady beat | L.O. - To perform from standard notation | L.O. - To compose music |
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Outco

I can follow musical notation
 I know the names of some musical terms, e.g. crescendo, diminuendo, minim, rest
 I can perform as a group
 I can recognise musical notes
 I understand how to change pitch, tempo and volume

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| P.E. | Unit: Indoor – Athletics Outdoor – Tennis | | | | | |
| | L.O. - To develop hand-eye co-ordination and control using rackets | L.O. - To learn how to move and control a ball with a racket | L.O. - To learn and practise the forehand stroke | L.O. - To explore the backhand stroke | L.O. - To practise keeping a simple rally going with a partner | L.O. - To apply all learned skills in fun games and mini-matches |
| | L.O. - To understand and practise basic sprinting technique | L.O. - To practise running at a steady pace over a longer distance and | L.O. - To develop accuracy and technique over a long distance | L.O. - To learn the correct technique for a standing long jump and for hurdles | L.O. - To explore jumping vertically and developing coordination | L.O. - To take part in competitive challenges to showcase learning |
| Outcomes | Indoors I can begin to combine running with jumping over hurdles I can develop an effective take-off for the standing long jump and land safely with control I can perform a push throw | | | Outdoors 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 | | |
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| C | Unit: Coding | | | | | |

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| Each lesson is preceded by a unit from 2BeSafe linked to eSafety. Summer 1 focus is Managing Online Information and Health, Well-being and Lifestyle | | | | | | |
| | L.O. - To understand what a flowchart is and how flowcharts are used in computer programming. | L.O. - To understand that there are different types of timers. | L.O. - To understand how to use the repeat command. | L.O. - To understand the importance of nesting when coding, testing and debugging. | L.O. - To design a program. | L.O. - To use design documentation to code a program. |
| Outcomes | <ul style="list-style-type: none"> • I can read and explain a flowchart • I can use a flowchart to create a computer program. • I can create a program that uses a timer-after command. • I can create a program that uses a timer-every command. • I understand when to use the different types of timers. • I understand how the turtle object moves. • I can use the repeat command with an object. • I can create a computer program that includes the use of the repeat command • I understand how the turtle object moves. • I can use the repeat command with an object. • I can create a computer program that includes the use of the repeat command • I understand how the turtle object moves. • I can use the repeat command with an object. • I can create a computer program that includes the use of the repeat command • I understand how the turtle object moves. • I can use the repeat command with an object. • I can create a computer program that includes the use of the repeat command | | | | | |
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| F | Unit: | | | | | |

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| | <p>L.O. – Greetings Listen attentively to spoken language Show understanding by joining in and responding. Speak using familiar vocabulary and phrases Appreciate stories, songs, poems and rhymes in French</p> | <p>L.O. – Feelings 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</p> | <p>L.O. – Numbers 1-21 Speak using familiar vocabulary and phrases Begin to develop accurate pronunciation with familiar words Appreciate stories, songs, poems and rhymes in French</p> | <p>L.O. – Numbers 1-21 Speak using familiar vocabulary and phrases Begin to develop accurate pronunciation with familiar words Appreciate stories, songs, poems and rhymes in French</p> | <p>L.O. –Parts of the body Develop the ability to read and write new words Label pictures using known vocabulary</p> | <p>L.O. - Revision 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</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> | | | | | |