



Year 3

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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
SPELLING	Step 29: Words that are homophones break, brake, male, mail, fair, fare, berry, bury	Step 31: Words ending in 'sion' vision, confusion, division, television, invasion, erosion, collision, decision, fusion, revision	Step 32: LKS2 Statutory Words special, strange, difficult, important, length, perhaps, position, pressure, question, purpose	Step 33: (revision) exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise	Step 34: (revision) freight, hourly, missed, scented, suppose, plaque, grotesque, daily, descend, automatically	Step 35: (revision) teacher, scheme, history, mention, bawl, crescent, eighteen, regular, mane, disable	Step 36: (revision) jar, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion
ENGLISH	<b>Core text or inspiration:</b> Players at the FIFA World Cup 2026						
	<b>Purposes for Writing:</b> to explain						
	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 for names of people, the days of the week and the personal pronoun I</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</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</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,</li> </ul>		

<ul style="list-style-type: none"> <li>• Use full stops .</li> <li>• Use ! ?</li> <li>• Use apostrophe ' for contraction</li> <li>• Use apostrophe ' for possessive singular</li> <li>• Use commas , for lists</li> <li>• Begin to use speech punctuation " "</li> <li>• Make sentences with different forms: statement</li> <li>• Use coordination to join clauses using <i>and, or, but, so</i></li> <li>• Use subordinating conjunctions for time / place / cause <i>if, when, while, after, before, because, that</i></li> <li>• Use expanded noun phrases with two adjectives to describe and specify [e.g. the beautiful, blue butterfly]</li> <li>• Turn adjectives into adverbs using the suffix –ly Use regular plural noun suffixes –s or –es</li> <li>• Use suffixes that can be added to verbs, including where some change is needed to the spelling (e.g. cried)</li> <li>• Form nouns using a range of suffixes, prefixes [e.g. super-, anti-, auto-] and compounding Form of adjectives using suffixes such as –ful, –less</li> </ul>	<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"> <li>• Start to organise paragraphs around a theme</li> <li>• In narratives, create settings and characters</li> </ul> <p>In non-narrative material, using simple organisational devices (for example, headings and sub-headings)</p>	<p>including the accurate use of pronouns in sentences</p> <ul style="list-style-type: none"> <li>• Proof-read for spelling and punctuation errors</li> </ul> <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"> <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>• Understand that word families based on common words, show how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</li> <li>• Pronouns (rewind)</li> </ul>			
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<b>MATHS</b>	Time	Shape	Statistics
	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	Turns and angles Make 3-D Shapes Right angles Compare angles Measure and draw accurately Horizontal and Vertical Parallel and perpendicular Recognise and describe 2-D shapes Draw polygons Recognise and describe 3-D shapes	Interpret pictograms Draw pictograms Interpret bar charts Draw bar charts Collect and Represent Data Two-way tables



<b>Unit: Making connections: Does hand span affect grip strength?</b>						
<b>SCIENCE</b>	<b>L.O. -</b> Knowledge To explore seed dispersal methods  Working scientifically To use results to draw conclusions	<b>L.O. -</b> Knowledge To revise the units Movement and nutrition and Rocks and soil.  Working scientifically To plan a pattern seeking enquiry.	<b>L.O. -</b> Knowledge To revise the units Movement and nutrition and Plant reproduction.  Working scientifically To gather and record data.	<b>L.O. -</b> Knowledge To revise the unit Forces and magnets.  Working scientifically To conclude and evaluate the investigation.	<b>L.O. -</b> Knowledge To revise the unit Uses of materials.  Working scientifically To use sets of data to inform design.	<b>L.O. -</b> Knowledge To revise the units Light and shadows and Movement and nutrition.  Working scientifically To report on my findings using a shadow puppet display
	<b>Outcomes</b> Use results to draw conclusions. Understand how seeds are dispersed from plants. Recall key knowledge from previous units. Apply knowledge in new contexts. Carry out a full scientific enquiry. Gather and record data. Plan pattern seeking enquiries. Evaluating investigations that are carried out. Reporting on findings.					

<b>HISTORY</b>	<b>Unit: No History in Summer 2</b>					
	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -
<b>Outco</b>						
<b>GEOGRAPHY</b>	<b>Unit: Are all settlements the same?</b>					
	L.O. - To describe different types of settlements	L.O. - To identify the human and physical features in the local area	L.O. - To discuss why physical and human features are in particular locations	L.O. - To describe how land use in the local area has changed	L.O. - To identify land use in New Delhi	L.O. - To compare land use in two different locations
<b>Outcomes</b>	<p>Locate some cities in the UK.</p> <p>Describe the difference between villages, towns and cities.</p> <p>Identify features on an OS map using the legend.</p> <p>Describe the different types of land use.</p> <p>Follow a route on an OS map.</p> <p>Discuss reasons for the location of human and physical features.</p> <p>Locate some geographical regions in the UK.</p> <p>Identify and begin to offer explanations about changes to features in the local area.</p>					

Describe the location of New Delhi.  
 Identify some human and physical features in New Delhi.  
 State some similarities and differences between land use and features in New Delhi and the local area.

**Unit: Sculpture & 3D: Abstract shape**

ART

<p><b>L.O. -</b> To join 2D shapes to make 3D structures</p>	<p><b>L.O. -</b> To join materials in different ways when working in 3D</p>	<p><b>L.O. -</b> To develop ideas for 3D artwork</p>	<p><b>L.O. -</b> To apply knowledge of sculpture when working in 3D</p>	<p><b>L.O. -</b> To evaluate and improve an artwork</p>	<p><b>L.O. -</b></p>
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Outcomes

Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together.  
 Make a structure that holds its 3D shape.  
 Explain in simple terms the difference between 2D and 3D art.  
 Combine shapes together to make an interesting free-standing sculpture.  
 Try out more than one way to create joins between shapes.  
 Identify familiar 2D shapes in photographs.  
 Identify shapes in the negative space between objects.  
 Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect.  
 Plan an abstract sculpture based on play equipment.  
 Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling).  
 Choose appropriate methods for joining elements in their sculptures.  
 Show that they have thought about how to improve their sculptures and made choices about what to add.  
 Work cooperatively in pairs to add detail to their artwork.

<b>D.T.</b>	<b>Unit:</b> No D.T. in Summer 2					
	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -
<b>Outco</b>						
<b>R.E.</b>	<b>Unit:</b> 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?
<b>Outcomes</b>	<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 that 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>					

Unit: Growing and Changing						
<b>PSHE</b>	<b>L.O. -</b> To give examples of things I can do to take ownership of my health	<b>L.O. -</b> To identify different types of relationships  To give examples of things I do to take ownership of my health	<b>L.O. -</b> To understand what is meant by the term body space  To rehearse strategies for when someone is inappropriately in their body space	<b>L.O. -</b> To recognise and describe appropriate behaviour online as well as offline  To identify what constitutes personal information and decide when it is not safe to share it	<b>L.O. -</b> To know the difference between a safe and unsafe secret  To know who they can ask for help if a secret makes them feel unsafe or uncomfortable	<b>L.O.-</b> To give examples of different community groups and say what is good about having different groups
	<b>Outcomes</b> Give examples of how to be healthy Name different community groups and say why having a variety of groups is good Identify different types of relationships Recognise who they have positive relationships with Understand what is meant by body space Rehearse strategies for when someone is inappropriately in their body space Know that bodies can often give us a sign when something doesn't feel right Recognise and describe appropriate behaviour online and offline Identify what constitutes personal information and when it is appropriate to share this Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs Recognise how different surprises and secrets might make them feel Know who they could ask for help if a secret made them feel uncomfortable or unsafe					

<b>MUSIC</b>	<b>Learning to play the cornet</b>					
	<b>L.O. –</b> To play and sing in different time signatures	<b>L.O. -</b> To recognise, read and draw crotchets and paired quavers	<b>L.O. -</b> To play using dynamics	<b>L.O. -</b> To keep and move in time with a steady beat	<b>L.O. -</b> To perform from standard notation	<b>L.O. -</b> To compose music
<b>Outco</b>	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					
<b>P.E.</b>	<b>Unit: Tennis</b>					
	<b>L.O. -</b> To understand and practise basic sprinting technique	<b>L.O. -</b> To practise running at a steady pace over a longer distance and	<b>L.O. -</b> To develop accuracy and technique over a long distance	<b>L.O. -</b> To learn the correct technique for a standing long jump and for hurdles	<b>L.O. -</b> To explore jumping vertically and developing coordination	<b>L.O. -</b> To take part in competitive challenges to showcase learning
<b>Outcomes</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					

Unit: Presentations – Microsoft PowerPoint and Touch Typing						
COMPUTING	L.O. - To learn how to open PowerPoint, add text and change how it looks.	L.O. - To learn how to add slides, change slide designs and insert pictures into a presentation.	L.O. - To add animations to pictures and text, and transitions between slides.	L.O. - To create an effective presentation.	L.O. - To complete and present a slideshow to an audience.	L.O. - To learn correct finger positioning on the keyboard and understand when to use the left or right hand. To learn how to type numbers accurately and to use the shift key for capital letters. To practise typing punctuation marks and symbols and build accuracy with simple words. To practise typing sentences using capital letters, spaces, and full stops.
	<ul style="list-style-type: none"> <li>• Children can open PowerPoint and start a new presentation.</li> <li>• Children can add text to a slide and format it.</li> <li>• Children can choose and add Shape styles and WordArt that's clear and easy to read.</li> <li>• Children can save my presentation.</li> <li>• Children can change the design of the slides in a presentation.</li> <li>• Children can insert a new slide into a presentation.</li> <li>• Children can insert and format pictures in a presentation.</li> <li>• Children can change the design of the slides in a presentation.</li> <li>• Children can add animations to media in a presentation.</li> <li>• Children can add transitions between slides in a presentation.</li> <li>• Children can create a new presentation using the skills I have learned.</li> <li>• Children can explain why slide notes are useful when giving a presentation.</li> <li>• Children can add notes to use when I am presenting.</li> <li>• Children can create an interesting PowerPoint slideshow</li> <li>• Children can present my PowerPoint slideshow to an audience.</li> </ul>				<ul style="list-style-type: none"> <li>• Children can sit at a keyboard with the correct posture.</li> <li>• Children can place my fingers on the correct home keys and return them after typing.</li> <li>• Children can use my left and right hands for the correct letters.</li> <li>• Children can type numbers without mixing them up with letters or symbols.</li> <li>• Children can hold down the shift key with one hand while pressing a letter with the other.</li> <li>• Children can type both lower-case and capital letters correctly.</li> <li>• Children can find and type common punctuation marks (e.g. full stop, comma, question mark.)</li> <li>• Children can use the shift key to access a range of different symbols.</li> <li>• Children can type simple words using the correct fingers.</li> <li>• Children can start sentences with a capital letter using the shift key.</li> <li>• Children can put spaces between words using the space bar.</li> <li>• Children can end sentences with a full stop.</li> </ul>	
Outcomes						

<b>FRENCH</b>	<b>Unit:</b>					
	<p><b>L.O. – Parts of the body</b></p> <p>To listen attentively to spoken language</p> <p>To show understanding by joining in and responding.</p> <p>To speak using familiar vocabulary and phrases</p> <p>To appreciate stories, songs, poems and rhymes in French</p>	<p><b>L.O. – Colours</b></p> <p>To explore the patterns and sounds of language, through songs and rhymes, to link sound and meaning of words</p> <p>To engage in conversations; answer questions; seek clarification and help</p>	<p><b>L.O. - Colours</b></p> <p>To speak using familiar vocabulary and phrases</p> <p>To begin to develop accurate pronunciation with familiar words</p> <p>To appreciate stories, songs, poems and rhymes in French</p>	<p><b>L.O. – Animals</b></p> <p>To speak using familiar vocabulary and phrases</p> <p>To begin to develop accurate pronunciation with familiar words</p> <p>To appreciate stories, songs, poems and rhymes in French</p>	<p><b>L.O. – Animals</b></p> <p>To develop the ability to read and write new words</p> <p>To label pictures using known vocabulary</p>	<p><b>L.O. - Revision</b></p> <p>To begin to develop accurate pronunciation with familiar words and phrases</p> <p>To recognise and begin to read familiar words in written form</p> <p>To appreciate stories, songs, poems and rhymes in French</p>
<b>Outcomes</b>	<p>Listen attentively to spoken language.</p> <p>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.</p> <p>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.</p> <p>Label pictures using known vocabulary.</p> <p>Discuss key features and patterns of the language.</p>					