Medium Term Plan
Year 3 – Term 1 – 2026/2027

<table>
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<td>Writing and SPAG
Genre:</td>
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Fiction: Suspense Stories
Non-fiction revisit: Instruction texts ('A book for the ages')
Model Text: The Iron Giant

Handwriting:

Use the diagonal and horizontal strokes that are needed to join letters: prioritise particularly the main letter bodies etc. increase the legibility, consistency and quality of their handwriting.

Transcription:
<table>
<tr><td rowspan="2"> </td><td>Contractions didn't, can't it's, he's, I'd etc.</td></tr>
<tr><td>Possessive apostrophe (singular nouns) e.g. Megan's, the girl's, a summer's day.</td></tr>
<tr><td> </td><td>Finding root words & word families</td></tr>
<tr><td> </td><td>Common homophones: there/their/they're; to/too; off/of, hour/our are/our; your/you're; herd/heard; led/lead</td></tr>
<tr><td rowspan="2"></td><td>because, every, everybody, beautiful, eye, who, any, many, busy, again</td></tr>
<tr><td>busy, business, describe, heard, medicine</td></tr>
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Composition:

Consciously use paragraphs to organise and group ideas across the sections of their story - clear 5 part structure used at this stage, with the language of paragraphing.
Develop suspense through particularly use of setting description
Describing the actions/reaction of the MC
Developing awareness of effect on the reader through the idea of 'unknowns'

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<td>Reading</td>
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Class Text: Tin Forest
Iron Man

Focus 1: Role of character: Who are they?

Is Hogarth presented as a hero or as a villain? And the Iron Man?
What makes them appear this way?
How do they compare to characters in other stories?

Focus 2: Structure/plot:

What sort of genre is this story?
Consider common fairy tales but also the science-fiction component of the story – what assumptions can be made around how the story might end?
How predictable is the appearance of the Space-Bat-Angel-Dragon?
Is this deliberate?

Focus 3: Themes/messages or ideas:

What is this story really about?
What messages might Ted Hughes have been trying to communicate?
How does this compare to other work by Ted Hughes, or other authors trying to communicate similar messages?

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<td>Mathematics</td>
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Number – Place Value

Identify, represent and estimate numbers using different representations.
Find 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
Compare and order numbers up to 1000
Read and write numbers up to 1000 in numerals and in words.
Solve number problems and practical problems involving these ideas.
Count from 0 in multiples of 4, 8, 50 and 100

Number – Addition and Subtraction

Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.

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	• Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. • Estimate the answer to a calculation and use inverse operations to check answers. • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. • Add and subtract amounts of money to give change, using both £ and p in practical contexts. • Balancing equations **Arithmetic** • To know how to count in steps of 2, 3 and 5, from 0, and in tens from any number, forward or backward • To know the place value of each digit in a three-digit number (hundreds, tens, ones) and identify a missing part in standard partitioning (e.g. 100 + __ + 2 = 142) • To know how to find 10 or 100 more or less than a given number • To know how to add and subtract numbers mentally, including: • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds • To know and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems • To know how to add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
Science	**Light** • To know that we need light to see. • That some objects are visible because they are light sources, and some are visible because they reflect light. • To know that light travels in straight lines, hits objects and bounces off into our eyes so we can see. • To set up and record a simple comparative test and draw conclusions about light. • That we can see in a mirror because light is reflecting of the surface and into our eyes. • To know that changing the angel of the mirror changes the direction in which light is reflected. • To write a written explanation of their learning about light and reflection in the same way as scientists. • That shadows are formed when objects block light. • That opaque objects create darker shadows and transparent objects create lighter shadows. • That the closer the light source is to the object, the bigger the shadow will be or the higher the light source is, the smaller the shadow will be. • To use simple scientific evidence to answer questions or to support their findings. • To know that we should not directly look at the sun as this can cause damage to our eyes. • That we can protect our eyes with hats and sunglasses and by not looking directly at the sun or bright lights. • To know that the length of shadows changes during a day as the Earth rotates and the sunlight hits the objects from a different position. • That shadows are shortest when the sun is high in the sky and longest when the sun is lower in the sky.
Religious Education	**What does it mean to be a Christian in Britain today? (Term 1&2)** • That we all belong and that some of the groups we belong to are religious. • What you might find and what people might do in a Christian home that show their faith e.g., Bible, crucifix, palm cross and the links to the Easter story; praying, reading the Bible and giving money to charity

	• How people in the Church community show their faith - Sunday school, youth groups- girls and boy's brigade. • That Christians show their faith in the wider community for the good of others- visiting the sick, charity groups (Christians against poverty), food banks. • About the actions of other faiths in supporting others e.g., In Islam Ramadam is about giving alms and doing good deeds to others. • To explore why it is good and difficult being a Christian in Britain today – sense of community; someone to talk to; it's difficult being different; time commitment. • About the life of important Christian's and their impact on the world – Mother Theresa, Archbishop Sarah Mullally.
Physical Education	**Fundamentals** • To develop balancing and understand the importance of this skill. • To demonstrate good technique when running at different speeds. • To develop agility using a change of speed and direction. • To develop technique and control when jumping, hopping and landing. • To develop skipping with a rope. • To apply fundamental skills to a variety of challenges. • To understand how the body moves differently at different speeds. **Ball Skills** • To develop confidence and accuracy when tracking a ball. • To develop confidence and accuracy when tracking a ball. • To explore and develop a variety of throwing techniques. • To develop catching skills using one and two hands. • To develop dribbling a ball with hands. • To use tracking, sending and dribbling skills with feet. • To explore a variety of throwing techniques and learn to select the appropriate throw for the situation.
History	**Stone Age to Iron Age** • That in Britain, the Stone Age, Iron Age and Bronze Age was a period from around 15,000BC to 43AD (Roman invasion). • That although historians use sources to find out about the past and make claims about prehistoric Britain, depending on the time period, some of these sources may be limited. • That historical understanding of the Stone Age, Bronze Age and Iron Age is based on limited specific sources including: tools, pottery, weapons, & Skara Brae village. • How technology changed from simple stone tools to the forging of metals and how this lead to wider farming. • How homes and buildings changed from the Stone Age to the Iron Age, specifically: tents made from branches and hides for hunter-gatherers; stone houses; thatched buildings with timber & clay walls; round houses & hillforts. • That Britain was made up of a number of Celtic tribal kingdoms during the Iron Age, based at a hillfort. • To know that Dover Castle was built on the site of an Iron Age hillfort. To know that modern-day Canterbury is built on the site of an early Celtic settlement. • To suggest why some sources from the Romans may be biased and not historically accurate representations of this period of time.
RSHE	**Relationships (Terms 1 & 2)** **Families** • To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families and foster parents) and that all families should be respected and all families should give family members love, security, protection and stability. (RSE lesson 3)

	• That they can talk to a trusted adult at school or outside of school if anything in their family is making them feel unhappy or unsafe. (RSE lesson 3) **Friendships** • The importance of friendship and to recognise that healthy friendships have a positive effect on wellbeing. • To explore strategies for making new friends and building positive, kind, caring friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes). • To understand the benefits of making new friends and having different types of friends whilst considering themselves and what they want from friendship. • That mutual respect, trust, honesty, loyalty, kindness, generosity, sharing interests and experiences, and supporting problems and difficulties are characteristics of a positive, healthy friendship and that healthy friendships make people feel included, safe and happy. • To evaluate and resolve disputes and reconcile differences positively and safely in order to understand that friendships have ups and downs and that they can change over time. • To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable and how to manage this and their own feelings and ask for support from a trusted adult if necessary. **Respecting Self and Others** • About diversity, personal identity and self-respect. • What contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes) • The benefits of living in a diverse community and that everyone should be treated with respect. • How courtesy and manners can be used to shows respect and that different cultures can use different customs and behaviour to shows courtesy. • To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own. • To recognise the impact of bullying, both offline and online, and the consequences of hurtful behaviour and that teasing, name-calling, trolling, harassment, and the deliberate exclusion of others are all considered to be bullying. • The impact of bullying for all involved (including on wellbeing). • That they must tell a trusted adult if they or someone else is being bullied. **Safe Relationships: Consent, Boundaries and Trust** How to identify trusted adults, and other sources of support and advice, in different contexts, as well as the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm, and the importance of keeping trying until they are heard. The difference between public and private; why something might be private, and when children and adults have a right to privacy. That their body belongs to them and if someone does something to it that they are uncomfortable with, they should tell them to stop and this should always be listened to. Similarly, they must always stop if someone else is uncomfortable with, or unhappy about, something they are doing. (RSE lesson 2) How to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe), and that they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable. (RSE lesson 2) The PANTS rules: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help. To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this (we should only keep 'happy surprises') and when it is right to 'break confidence' or share a secret. To recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, basic techniques for resisting pressure, and when and how to ask for help.

Music	Singing • To sing a call-and-response song in groups, holding long notes confidently. Listening • To listen and identify where notes in the melody of the song go down and up. Improvising and composing • To compose a pentatonic ostinato. Performing • To play melodic and rhythmic accompaniments to a song.
Art	**Still life drawing** **Shading techniques** • That observation is copying what you see but abstraction is when you use your imagination and draw things that may not be observed. • That not everybody will visualise the same thing when drawing from their mind. • That still life is art of non-moving things, often from our day-to-day lives, and these items can be both made by people and from nature. • That a likeness is when art looks the same as (or very similar to) the reference being drawn/painted. • That the proportions of an object are how tall/wide it is and the overall shape. • That a better likeness can be achieved by drawing the proportions as accurately as possible. • That we can make 2D art look 3D by adding shading. (see **Shading** below) • To apply various shading techniques, using light source and cast shadow. • That shading means to darken or colour a piece of art. • That different shading techniques can be used separately or together for different results. • To use observation to say which techniques an artist has used and the effect it has created. • That lighting can affect how we see things and therefore can change how we draw or paint them. • That highlights are where the light source shines on an object, and is usually the brightest/palest part, whilst shadows are cast on the opposite side of a light source and are usually the darkest part. • That pencils use a HB grading system: H means harder and lighter, B means darker and softer, and the numbers show how hard or soft they are. • How to use different types of pencils (HB, 2B, 8B) to create lighter or darker strokes when shading a piece of art. • That there are different shading techniques. • That a gradient is a gradual, not sudden, change from light to dark. • To decide which grade of pencil they prefer to shade with and explain why.
Primary Languages – Spanish	**Presenting myself (me presento)** **Vocabulary** To ask somebody and reply about how they are feeling, their age, name and where they live in Spanish. • Hello (i*Buenos días!),* • Hi (*¡Hola!*) • How are you? *(¿Cómo estás?*) • I am well/good (*estoy bien*) • I am not well (*estoy mal*)

	• So so (*más o menos*), • And you (*y tú*), • Very (*muy*), • Goodbye *(¡Adiós!),* • See you soon! *(¡Hasta luego!),* • What is your name? (*¿Cómo te llamas?*), • My name is (*me llamo*) • How old are you? *(¿Cuántos años tienes?*) • I am…years old (*tengo … años*) • Where do you live? (*¿Dónde vives?*) • I live in (*vivo en*) • London (*londres*), • I am English (*soy inglés/inglesa*) • I am Spanish (*soy español/española*) • I am from England (*soy de Inglaterra*) • I am from (*soy de*) • How to say what nationality and explain how the pronunciation changes if you are a girl or boy. • That there are lots of different languages and nationalities and that being able to communicate with other people around the globe is important. • To listen to a short conversation and write down the key words. • To have a short conversation (role play) using the learnt vocabulary. • To write a short paragraph introducing yourself including name and age. • To translate the key vocabulary from English to Spanish and vice versa. **Grammar:** • That, in Spanish, a capital letter is not needed on nationalities. • That in different languages, there are different grammatical rules and it is important to understand what these are and how to apply them. • That the verb 'to have' (tener) is used to tell our age e.g. '*tengo 10 años'* means 'I have 10 years'). • That adjectival agreement applies when saying our nationality in Spanish depending on whether you are a boy or girl. **Phonics:** • That accents are only placed over vowels in Spanish and indicates that the vowel is stressed. • How to say the CO in '*cómo'* and the CU sound in '*cuántos*'. • That other languages sound different to our own because they follow different phonemic rules. • That words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. **Cultural links:** • Watch videos of Spanish children (as well as children from around the globe) introducing themselves