



Medium Term Plan  
Year 3 – Term 6 – 2025/2026

<b>Writing</b>	<p>Non-Fiction: Explanation (Re-Visit Persuasion and Quest) Model Text: How giant fruits are formed</p> <p>Transcriptional</p> <ul style="list-style-type: none"><li>Using subordinate conjunctions, adverbs and prepositions to express time and cause</li><li>Using fronted adverbials</li><li>Using the present perfect form of verbs in contrast to the past tense</li><li>Double consonant words</li><li>Word families</li><li>Co-ordinating and subordinating clauses and conjunctions</li></ul> <p>Composition:</p> <ul style="list-style-type: none"><li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li><li>Use of key sentence signposts to link ideas across the text and guide the reader through each step. Key point here relating to one-step leading to the next, leading to the next etc.</li></ul>
<b>Reading</b>	<p><b>Class Text:</b> James and the Giant Peach Forests: Save our Planet (picture book)</p> <p><b>Role of setting:</b> Explore the role of the initial setting in J&amp;GP; why did the author create it this way? What impressions are given - why? Why might James be looking to escape? How does the setting of the peach differ to the initial setting? Why?</p> <p><b>Role of characters:</b> Map each of the characters introduced so far; consider what we know about these (both stated and implied). What effect does each have on our understanding of the overall plot?</p> <p>Use of language including figurative: explore particularly the use of figurative language, which features heavily in the book. Consider how the choices affect our understanding e.g. 'rushing up to meet them at the most awful speed' creates a sense of danger.</p>
<b>SPAG</b>	<p>Prefixes: sub-, inter-, super-, anti-, auto-</p> <p>Prefixes: dis-, mis-, un-</p> <p>sc (Latin origin) e.g. science</p> <p>calendar, circle, consider, early, earth, exercise, experience, experiment, famous, fruit, grammar, group, heart, history, learn, potatoes, promise, strange, therefore</p>
<b>Mathematics</b>	<p><b>Geometry: Properties of Shapes</b></p> <ul style="list-style-type: none"><li>Recognise angles as a property of shape or a description of a turn.</li><li>Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</li><li>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li><li>Draw 2-D shapes and make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them.</li></ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"><li>Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</li></ul> <p><b>Arithmetic</b></p> <ul style="list-style-type: none"><li>To know how to write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two-digit numbers times one-digit numbers</li><li>Consolidation of gaps</li></ul>



**Medium Term Plan**  
**Year 3 – Term 6 – 2025/2026**

<p><b>Science</b></p>	<p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>• To know that humans need the following food types: fruit and vegetables, carbohydrates, protein, dairy and fat.</li> <li>• To know that humans should eat a balanced diet.</li> <li>• That animals also need a healthy and balanced diet.</li> <li>• That different pets have different needs, including diet, and owning one carries important responsibilities.</li> <li>• To know that skeletons protect organs in the body, support us and enable movement.</li> <li>• That not all animals have a bony skeleton.</li> <li>• To observe the movement of animals with and without skeletons to identify similarities and differences.</li> <li>• To know that muscles help the skeleton move - they work together in pairs.</li> <li>• That muscles contract and relax.</li> <li>• To know that physical activity leads to greater fitness and stronger muscles.</li> </ul>
<p><b>Religious Education</b></p>	<p><b>Why is the Bible important for Christians today?</b></p> <ul style="list-style-type: none"> <li>• That the Bible is a guide that Christians live by and is known as the holy text. It helps Christians to decide how to live.</li> <li>• That for Christians, the Bible is the basis of Christian teachings, part of the 'organised worldview' of Christians. Not all Christians read the Bible, but in Christian teaching, the Bible tells them about what God is like.</li> <li>• The Bible contains the teachings of God and Jesus Christ and has been a source of guidance and wisdom in many lives.</li> <li>• That religious texts such as the bible have stories in them and this is how religious academics form an understanding of religions and the meaning behind a story.</li> <li>• That the Bible is divided into the- Old and New Testaments, divided into books, chapters and verses; different types of writing (illustrate with two examples e.g. histories, laws, poems, prayers, biographies (such as the Gospels or letters).</li> <li>• That the Old Testament includes Jewish scriptures too.</li> <li>• That the bible tells a 'big story' of God's dealings with human beings. In The Fall the story tells us about Adam and Eve disobeying God and giving into temptation. The Lost Coin teaches Christians that even if you sin, God wants them to turn back to him and he will forgive them.</li> <li>• How Christians use the Bible today -for everyday prayer and Bible reading, in Bible study groups; read aloud in church.</li> </ul>
<p><b>Physical Education</b></p>	<p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>• To develop overarm throwing and catching.</li> <li>• To develop underarm bowling.</li> <li>• To learn how to grip the bat and develop batting technique.</li> <li>• To be able to field a ball using a two-handed pick up and a short barrier.</li> <li>• To develop overarm bowling technique.</li> <li>• To play and apply skills learnt to mini cricket.</li> <li>• To explore overarm throwing and discuss findings relating to technique and accuracy.</li> </ul> <p><b>OAA</b></p> <ul style="list-style-type: none"> <li>• To develop co-operation and teamwork skills.</li> <li>• To develop trust and teamwork.</li> <li>• To involve all team members to work towards a shared goal.</li> <li>• To develop trust whilst listening to others and following instructions.</li> <li>• To identify objects, draw and follow a simple map.</li> <li>• To draw a route using directions, orientate a map and navigate around a grid.</li> </ul>
<p><b>Computing</b></p>	<p><b>New Scratch</b></p> <p>Lesson 1- Tinkering with Scratch Lesson 2 – Storytelling in Scratch Lesson 3 – Planning a remix Lesson 4 – Remixing an animation</p>



Medium Term Plan  
Year 3 – Term 6 – 2025/2026

	<p>Lesson 5 – Evaluating an animation</p> <ul style="list-style-type: none"><li>• That the difference between an algorithm and program is that an algorithm is a precise set of logical instructions used by a programmer whereas a program is an algorithm written in code.</li><li>• That a loop is a command which repeats a set of instructions in a computer program</li><li>• That programmers use different forms of repeat brackets to create an efficient code in scratch.</li><li>• To create a simple scratch program to present animations.</li><li>• To change part of the code to make the animation different</li><li>• To fix any problems in the remixed animation</li><li>• To decompose a simple storytelling program and debug it so that it meets the given intention</li></ul>
<b>Geography</b>	<p><b>The Amazon</b></p> <ul style="list-style-type: none"><li>• To find the Amazon Rainforest on a map.</li><li>• How to recognise large forest areas.</li><li>• That Geographers have divided the world into different zones, such as the Northern and Southern Hemispheres, Equator and Tropics, based on their location, climate and physical features.</li><li>• To recognise where the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles are.</li><li>• That rainforests are found between the tropics of Cancer and Capricorn and locate these on a map.</li><li>• That the Amazon is the largest rainforest in the world.</li><li>• That Geographers use maps to show how people have divided the land. That the Amazon is located in South America, spanning across Brazil and several other countries.</li><li>• That the Amazon river is a network of hundreds of waterways and is the world's second longest river after the River Nile and has an incredibly rich eco system.</li><li>• That the Amazon is changing due to the impact of human activity such as food production, logging and mining.</li><li>• That there are four layers of plants in a rainforest, specifically: the emergent layer, the canopy layer, the understory layer and the forest floor layer.</li><li>• That deforestation is the cutting down of forests or groups of trees which are then turned into non-forest use. This might be done sustainably or unsustainably.</li><li>• That some geographical knowledge is open to debate, challenge and discussion.</li><li>• That fair trade is a worldwide movement that aims to help farmers and producers in less economically developed countries.</li><li>• To understand the principles of fair trade and to explain fair trade in action, using the examples of coffee and Brazil nuts.</li></ul> <p><b>FIELDWORK:</b> To visit a local supermarket (the Co-Op in Cheriton), to investigate the availability and price difference between fairtrade and non-fairtrade products; to learn more about how fairtrade works in practice from the supermarket manager.</p>
<b>RSHE</b>	<p><b>Living in the Wider World (Term 6)</b></p> <ul style="list-style-type: none"><li>• That everyone experiences change and loss (including death) and to identify how this makes them feel, understand people will have different feelings about this, and recognise what helps people feel better.</li><li>• To evaluate their own strategies for managing challenges and change, including transitions between classes and key stages.</li></ul>



Medium Term Plan  
Year 3 – Term 6 – 2025/2026

	<p><b>Economic Well-being: Money &amp; Aspirations, Work and Career</b></p> <ul style="list-style-type: none"> <li>• The different ways to pay for things and the choices people have about this.</li> <li>• That people have different attitudes towards saving and spending money; what influences people’s decisions; and what makes something ‘good value for money’.</li> <li>• That people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</li> <li>• That people make spending decisions based on priorities, needs and wants.</li> </ul>
<p><b>DT</b></p>	<p><b>Mechanisms</b></p> <ul style="list-style-type: none"> <li>• To recognise and describe how familiar objects use air to make them work or move.</li> <li>• To create and explain how simple pneumatic systems work.</li> <li>• To make effective pneumatic systems using different techniques for joining and fixing components.</li> <li>• To understand that designers need to effectively meet a design brief.</li> <li>• That designers need to evaluate and to amend their designs to meet necessary criteria.</li> <li>• That designs take inspiration from existing products and materials to meet a specific need.</li> <li>• To identify potential audiences and purposes (design brief)</li> <li>• To draw a labelled diagram of their pneumatic system, annotating and describing how their pneumatic system will be used to make a moving part. e.g. with moving jaw, tongue, arms, eyes.</li> <li>• To draw a labelled diagram of their monster (outer appearance) annotating and describing what materials and components they will need.</li> <li>• To use scissors and ceramic blade craft knives to join materials.</li> </ul> <p><b>Pneumatic system</b></p> <ul style="list-style-type: none"> <li>• With reference to original design, construct an effective pneumatic system using syringe, tubing, balloon and elastic bands.</li> </ul> <p><b>Monster</b></p> <ul style="list-style-type: none"> <li>• With reference to original design, cutting and join a variety of materials including plastic bottles, card, straws, burger boxes and masking tape.</li> <li>• To identify successful areas of their finished product and areas that could be improved upon.</li> <li>• To describe what they would do differently next time.</li> </ul>
<p><b>Primary Languages – Spanish</b> (across terms 5 and 6)</p>	<p>Tradiciones y celebraciones</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• To interact with authentic spoken and written Spanish relevant to different Hispanic traditions and celebrations:             <ul style="list-style-type: none"> <li>- Where (<i>¿Dónde?</i>)</li> <li>- When? (<i>¿Cuándo?</i>)</li> <li>- Why? (<i>¿Por qué?</i>)</li> <li>- How long does it last? (<i>¿Cuánto dura?</i>)</li> <li>- How many? (<i>¿Cuántos?</i>)</li> <li>- It is (<i>Es</i>)</li> <li>- It is celebrated (<i>Se celebra</i>)</li> <li>- It lasts (<i>Dura</i>)</li> <li>- I like it (<i>Me gusta</i>)</li> <li>- I do not like it (<i>No me gusta</i>)</li> <li>- Because (<i>porque</i>)</li> <li>- The festival (<i>la fiesta</i>)</li> </ul> </li> <li>• To ask and respond to a variety of questions to develop personal opinions.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• That accents are used to identify if a word is a question word or not. For example: ‘¿Por qué?’ means ‘why?’ but ‘porque’ means ‘because’. The use of the accent changes the meaning.</li> </ul>



## Medium Term Plan Year 3 – Term 6 – 2025/2026

- Recognising that the 3<sup>rd</sup> personal singular of the verb 'ser' (to be) is 'es' (it is)
- Begin to add adjectives following the rules of adjectival agreement.
- That other languages follow different rules than our own and it is important to understand these in order to effectively communicate.

### **Cultural awareness:**

- About five different festivals/traditions/celebrations in the Spanish-speaking world:
  - *La Tomatina* is a festival that consists of a tomato fight. It takes place every August in Buñol, near Valencia.
  - *Fallas de Valencia* explores a Valencian celebration that takes place in March each year.
  - *Sanfermines* explores a slightly more controversial Spanish festival that takes place every July in Pamplona.
  - *Día de los Muertos* is a celebration of a loved one's life. It originated in Mexico and is celebrated on 1st and 2nd November each year.
  - *Semana Santa* explores how Holy Week is celebrated in Spain. It takes place every year around March/April.
- That different countries around the world have different beliefs/traditions/festivals to those we might have in the UK.